

LAKESIDE UNION SCHOOL DISTRICT

Office of the Superintendent
12335 Woodside Avenue
Lakeside, California 92040
(619) 390-2600

October 12, 2023

Closed Session: 5:00 p.m.

Open Session: 6:00 p.m.

NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

Members of the public who require disability modification or accommodation in order to participate in the meeting should contact the Superintendent's Office at (619) 390-2606 or in writing, at least twenty-four (24) hours before the meeting. (Government Code section 54954.2).

If you wish to speak under Public Comment, complete the **Public Comment Form**. Advance written information regarding the subject will be appreciated so that all might be better informed regarding the matter. In the interest of time and order, presentations from the public are limited to four (4) minutes per person.

A. CALL TO ORDER AND ROLL CALL – 5:00PM

B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) Public Comment Form

Opportunity for Members of the Public to address the Board on any item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

C. CLOSED SESSION

1. Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6; and
2. Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6; and
3. Conference with Legal Counsel regarding Pending Litigation (PERB Case No. LA-RR-1338-E and LA-CE-6821-E) pursuant to Government Code §54956.9; and
4. Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.

D. OPENING PROCEDURES – 6:00PM

1. Reconvene
2. Welcome Visitors
3. Closed Session Report
4. The Pledge of Allegiance will be led by students from Lemon Crest. Following the pledge, Principal, Dr. Kelly Gilbert, will share highlights from the school.

E. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

F. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) Public Comment Form

Opportunity for Members of the Public to address the Board on any item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

Please Note: Board Agendas, Back-up Documentation, and Attachments are Available at the Lakeside Union School District Office (12335 Woodside Avenue, Lakeside, CA) in the Lobby or Upon Request or Can be Viewed at www.lsusd.net.

G. PUBLIC HEARINGS/ACTION ITEMS

1. **PUBLIC HEARING:** At 6:30 p.m., the Governing Board will conduct a public hearing to receive input from the public regarding the availability of textbooks and/or instructional materials for fiscal year 2023-2024.
2. **Adoption** is requested of Resolution No. 2024-05, determining that every pupil has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum, framework adopted by the State Board of Education: Mathematics; Science, History-Social Science; and Reading/Language Arts.
3. **PUBLIC HEARING:** The Governing Board will conduct a public hearing to receive input from the public regarding the financial disclosure for the Reclassification memorandum of understanding for members of the California School Employees Association and its Chapter 240.
4. **Adoption** is requested of the financial disclosure for the Reclassification memorandum of understanding for members of the California School Employees Association and its Chapter 240. The approximate total combined cost to the district is \$56,100.41.

H. PRESENTATION

Todd Owens, Director of Maintenance, Operations and Transportation, will share an annual presentation on his departments.

I. ITEMS OF BUSINESS

- 1.1 Designate consent agenda items.
Note: Consent agenda items are generally routine items of business. The Board will designate those items to be approved as a whole, unless a member of the public requests consideration of an item on an individual basis. The Board will review and act on the remaining items of business.
- 1.2 Discussion/adoption of consent agenda items.

SUPERINTENDENT

- 2.1 **Adoption** is requested of the minutes of the regular board meeting of September 14, 2023 and the special board meetings of September 7, 2023 and September 20, 2023.
- 2.2 **Adoption** is requested of Resolution No. 2024-01, authorizing the District to enter into a contract with the California Department of Education for Child Development Services, and authorizing the Superintendent to sign the contract documents for fiscal year 2023-24.
- 2.3 **Approval** is requested of a proposal from Cooperative Strategies for a specialized demography study for the creation and implementation of voting areas in the LUSD boundaries at a cost of \$20,000, plus reimbursable expenses.
- 2.4 **Authorization** is requested, per Board Policy 1270.5, public artwork on district property. Lakeside Farms is requesting to commission Jen McLeroy to paint a mural on the wall of the library at no cost to the district.

I. SUPERINTENDENT (CONTINUED)

- 2.5 **Authorization** is requested, per Education Code 35143 and 7200, to hold the annual organizational meeting for 2023, between December 1 and December 20, 2023 inclusive. A recommendation to set Thursday, December 14, 2023 at 6:00 p.m. in the boardroom of the District Administration Center located at 12335 Woodside Avenue in Lakeside, California as the date, time and place of the organizational meeting of the Board of Trustees.
- 2.6 **Adoption** is requested of Resolution No. 2024-06, declaring the week of October 23-27, 2023 as Red Ribbon Week in the Lakeside Union School District. The District encourages the community to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug free, tobacco and alcohol abuse-free community.

HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order 2024-04.
- 3.2 **Approval** is requested of a minor change to the Art/Music Instructional Assistant job description. The words “in collaboration” will be changed to “under the supervision” in the job description to better described the duties.
- 3.3 **Approval** is requested of a Memorandum of Understanding with California School Employees Association and its Chapter 240 for updated job descriptions for Position Classification Review and movement on the salary schedule for four job classes at a fiscal impact of \$56,100.41.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Approval** is requested of bylaws for the Lakeside Vocal Music and Dance Booster. This will be organized and operated for the charitable and educational purposes of promoting and supporting Lakeside Middle School’s vocal, show choir, and dance education programs, activities, and events and the school’s Vocal Music and Dance Instructors at the school.
- 4.3 **Authorization** is requested to apply for the Agricultural Career Technical Education Incentive Grant for Lakeside Middle School’s Ag program.
- 4.4 **Approval** is requested of the following annual contracts for the 2023-2024 school year: A) Grossmont-Cuyamaca Community College District (LP); B) DETOUR (TdS); C) Tidespeak Language & Speech Therapy, Inc. (Special Ed); D) San Diego Elite Sports, Inc. (TdS); E) Blue Coast Consulting (Maintenance – WG Pole Replacement); F) Blue Coast Consulting (Maintenance – LEAPP HVAC); G) Barona Museum and Cultural Center (LP); H) Coast Music Therapy (Special Ed); I) Amplify (Ed Services); J) HHSa (Health Services); K) Student Transportation Agreement (Special Ed); and L) San Diego Youth Science, LLC (RV).
- 4.5 **Approval** is requested of the following gifts to the District: A) Ron Kasper donated \$60 to the LMS FFA program; B) the Lakeside Community Center donated backpacks with school supplies (quantity unknown); C) Bernadette Kelly, owner of La Palapa, donated school supplies (approximate value, \$200); D) Hot Bevs Coffee and Tea donated \$104 to the Tierra del Sol Middle

I. BUSINESS SERVICES (CONTINUED)

- 4.5 CONTINUED: School PTSA; E) Barona Band of Mission Indians donated \$5,000 to the LMS band program; F); Realtor Kiki Parsons donated backpacks with school supplies (quantity unknown); and G) PTA's August-September donations, \$14,900.01.
- 4.6 Approval is requested of a Memorandum of Understanding between Lakeside Teachers Association and LUSD regarding an error made to two employees' 2022-2023 retirement service credit.

EDUCATION SERVICES

- 5.1 **Approval** is requested for the 2023-24 School Plans for Student Achievement (SPSA), which were presented to the Board at a special board meeting on September 20, 2023.
- 5.2 **Approval** is requested of the Comprehensive School Safety Plans (CSSP) for each school site for the 2023-24 school year.

J. DISCUSSION ITEMS

1. Enrollment Report for Month 1 (August 21-September 15),
2. Classroom supply budgets.
3. *First reading* of Board Policy 3450: Money School/District Buildings.
4. *First reading* of Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment
5. *First reading* of Board Policy 5141.5: Mental Health.
6. *Second reading* of Board Policy and Administrative Regulation 4217.3: Layoff/Rehire.
7. *Second reading* of Board Policy and Administrative Regulation 6154, Homework/Makeup Work.

K. REPORTS TO THE BOARD

1. Union Representatives:
 - A. **Kerry Strong**, will present comments as the Lakeside Teachers Association President.
 - B. **David Myers**, will present comments as the California School Employees Association President.
2. District Superintendents
 - A. **Lisa Davis** will present business and operations updates.
 - B. **Dr. Natalie Winspear** will present educational services updates.
 - C. **Dr. Rhonda Taylor** will present closing comments.

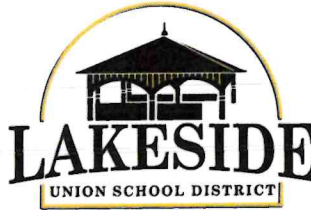
L. ADJOURNMENT

Respectfully Submitted,

Rhonda L. Taylor, Ed.D.
Superintendent

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

NOTICE OF PUBLIC HEARING

At 6:30 p.m. at the regular meeting of October 12, 2023, the Board of Trustees will conduct a public hearing to receive input regarding the availability of textbooks and/or instructional materials for fiscal year 2023-2024.

The public hearing will be on October 12, 2023 at 6:30 p.m. in the District Administrative Center of the Lakeside Union School, 12335 Woodside Avenue, Lakeside, California.

September 29, 2023

Rhonda L. Taylor, Ed.D.
Secretary to the Board

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER-MOIR
RON KASPER

RESOLUTION NO. 2024-05

**RESOLUTION DETERMINING SUFFICIENCY OF INSTRUCTIONAL MATERIALS
FISCAL YEAR 2023-2024**

WHEREAS, in order to receive state instructional materials funds, the Lakeside Union School District Governing Board is required by Education Code Section 60119 to hold a public hearing and adopt a resolution by the eighth week of the school year, determining that EVERY pupil has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education: mathematics, science, history-social science, reading/language arts.

WHEREAS, the Governing Board provided at least 10 days' notice of the public hearing posted in at least three public places within the district that stated the time, place and purpose of the hearing, and;

WHEREAS, as part of the required hearing, the Governing Board must also make a written determination as to whether each pupil enrolled in a world language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects.

WHEREAS, "sufficient textbooks or instructional materials," means that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. This does not require two sets of textbooks or instructional materials for each pupil.

THEREFORE, BE IT RESOLVED that for the 2023-24 school year, the Governing Board hereby determines, as required by Education Code Section 60119, that the school district has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following areas:

1. Mathematics
2. Science
3. History-Social Science
4. Reading/Language Arts, including the English language development component of an adopted program
5. Health
6. World Language

Igniting Passion in Today's Students for Tomorrow's Opportunities!

12335 Woodside Avenue • Lakeside, California 92040
DISTRICT OFFICE 619.390.2600 • FAX 619.561.7929 • <http://www.lsusd.net/>

PASSED AND ADOPTED by the Board of Trustees of the Lakeside Union School District at Lakeside, California, this 12th day of October 2023 by the following vote:

AYES:

NOES:

ABSENT:

I, Jim Bennett, Clerk of the Governing Board of the Lakeside Union School District of San Diego County, California, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said board at the regularly called and conducted meeting held on said date.

Clerk of the Governing Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Resolution #2024-05

Background (Describe purpose/rationale of the agenda item):

Resolution No. 2024-05, determining that every pupil has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum, framework adopted by the State Board of Education: Mathematics; Science, History-Social Science; and Reading/Language Arts.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |


Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature

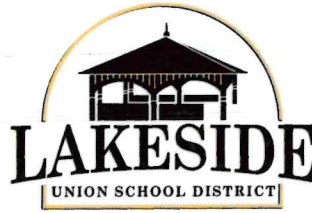


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Public Notice for the Financial Provisions of the Collective Bargaining Agreement

At the regular board meeting of October 12, 2023, the Board of Trustees will conduct a public hearing to receive input on the financial disclosure for the Reclassification memorandum of understanding for members of the California School Employees Association and its Chapter 240. The approximate total combined cost to the district is \$56,100.41. The public hearing will be held on Thursday, October 12, 2023.

October 5, 2023

Rhonda L. Taylor, Ed.D.
Secretary to the Board

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LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

Disclosure of the Collective Bargaining Agreement for Re-Classification MOU for members of the California Employees Association and its Lakeside Chapter 240.

Background (Describe purpose/rationale of the agenda item):

Government Code 3547.5 requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. The major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public-school employer under the agreement for current and subsequent years, shall be disclosed at a public meeting of the public-school employer.

Fiscal Impact (Cost):

\$56,100.41

Funding Source:

General Fund, Child Development

Addresses Emphasis Goal(s):

#1: Academic Achievement #2: Social Emotional #3: Physical Environments

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

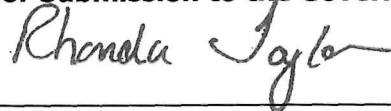
Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

San Diego County Office of Education

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: Lakeside Union School District
Name of Bargaining Unit: CSEA Lakeside Chapter 240
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2023 and ending: June 30, 2024
(date) (date)

If this agreement is part of a multi-year agreement, indicate all fiscal years covered by the agreement.
Enter the on-schedule % increase for each fiscal year. (Do not report off-schedule increases in this section)

Fiscal Year			
% Increase			

The Governing Board will act upon this agreement on: October 12, 2023
(date)

Budget Revisions to be input by: (no later than 45 days after approval) November 26, 2023
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation Fund 01- General Fund		Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for ongoing costs, multiyear and overlapping agreements)			
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2023-24	Year 2 Increase/(Decrease) 2024-25	Year 3 Increase/(Decrease) 2025-26
1.	Salary Schedule On-Schedule increase	\$ -	-	-	-
2.	Step & Column Increase or decrease in the cost of step & column as a result of the settlement	\$ -	-	-	-
3.	Other Compensation Stipends, Off-schedule payments, Longevity, Overtime, Differential, one-time bonuses, etc.	\$ 766,945	25,971.47	27,020.72	27,561.13
			3.39%	3.41%	3.36%
4.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 275,487	\$ 9,329	\$ 9,523	\$ 9,721
			3.39%	3.34%	3.30%
5.	Health/Welfare Plans				
6.	Total Bargaining Unit Compensation Add Items 1 through 5 to equal 6	\$ 1,042,432	\$ 35,300	\$ 36,544	\$ 37,282
			3.39%	3.39%	3.35%
7.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	13.42			
8.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 77,650	\$ 2,630	\$ 2,722	\$ 2,777
			3.39%	3.39%	3.35%

Will this agreement trigger a "Me Too" agreement with another bargaining unit?

Impact on Other Funds

Will this agreement have an impact on any other funds?		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2023-24	Year 2 Increase/(Decrease) 2024-25	Year 3 Increase/(Decrease) 2025-26
No	Adult Education Fund				
Yes	Child Development Fund	458,907	5,607	5,719	5,833
No	Cafeteria Fund				
No	Other Enterprise Fund				
No	Other Fund				

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

9. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and other comments and explanations as necessary.

Reclassification study completed with 4 classifications receiving a one (1) Range movement from current range. Effective date of this change will be July 1, 2023 and the percentage change is approximately at 0.25% change to total compensation of classified unit or 3.39% average for the impacted classification as a percentage of their current salary. There are 3 classifications with 16 employees from the General Fund and 1 classification with 8 employees from the Child Development Fund.

10. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

there were no additional steps, columns or ranges added to the salary schedule.

B. Proposed Negotiated Changes in Non-Compensation items (class size adjustments, staff development days, teacher prep time, etc.)

There were no negotiated changes in non-compensation items.

C. What are the specific impacts on instructional and support programs to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

there were no specific impacts on instructional and support programs to accommodate the settlement.

Will the increase in costs as a result of the agreement necessitate budget reductions in the current or subsequent two fiscal years?

YES NO

If yes, please specify the amount of the budget reductions necessary for each fiscal year

2023-24

2024-25

2025-26

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District
CSEA Lakeside Chapter 240

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

The proposed agreement does not include any contingency language or reopeners.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

The proposed agreement does not have any other major provisions.

F. Source of Funding for Proposed Agreement:

1. Current Year

The source of current year funding for 3 of the classifications will be the unrestricted general fund and 1 classification funded from the Child Development Fund.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Subsequent years for 3 of the classifications will be the unrestricted general fund and 1 classification funded from the Child Development Fund.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

This proposed agreement is not a multiyear agreement.

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: **Unrestricted General Fund**
CSEA Lakeside Chapter 240

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 06/22/2023)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 50,294,294			\$ 50,294,294
Federal Revenue 8100-8299	\$ 320,388		\$ -	\$ 320,388
Other State Revenue 8300-8599	\$ 1,396,994			\$ 1,396,994
Other Local Revenue 8600-8799	\$ 1,108,623		\$ -	\$ 1,108,623
TOTAL REVENUES	\$ 53,120,299		\$ -	\$ 53,120,299
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 21,458,610			\$ 21,458,610
Classified Salaries 2000-2999	\$ 6,140,398	\$ 25,971		\$ 6,166,369
Employee Benefits 3000-3999	\$ 12,781,391	\$ 9,329		\$ 12,790,720
Books and Supplies 4000-4999	\$ 809,085		\$ -	\$ 809,085
Services and Other Operating Expenditures 5000-5999	\$ 4,710,656		\$ -	\$ 4,710,656
Capital Outlay 6000-6999	\$ 231,166		\$ -	\$ 231,166
Other Outgo (excluding Indirect Costs) 7100-7299	\$ 5,000			\$ 5,000
7400-7499				
Transfers of Indirect Costs 7300-7399	\$ (1,302,451)		\$ -	\$ (1,302,451)
TOTAL EXPENDITURES	\$ 44,833,854	\$ 35,300	\$ -	\$ 44,869,155
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,777,756	\$ -		\$ 1,777,756
Contributions 8980-8999	\$ (9,850,260)	\$ -	\$ -	\$ (9,850,260)
OPERATING SURPLUS (DEFICIT)*	\$ (3,341,571)	\$ (35,300)	\$ -	\$ (3,376,872)
BEGINNING FUND BALANCE				
9791	\$ 11,653,842			\$ 11,653,842
Audit Adjustments/Other Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 8,312,271	\$ (35,300)	\$ -	\$ 8,276,971
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ 85,000	\$ -	\$ -	\$ 85,000
Restricted 9740				
Committed 9750-9760		\$ -	\$ -	\$ -
Assigned 9780	\$ 5,915,108	\$ (35,300)	\$ -	\$ 5,879,808
Reserve for Economic Uncertainties 9789	\$ 2,312,163		\$ -	\$ 2,312,163
Unassigned/Unappropriated Amount 9790	\$ -	\$ (0)	\$ -	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit:

CSEA Lakeside Chapter 240

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 391,989	\$ 383,590	\$ 391,262
Federal Revenue 8100-8299	\$ 6,841,216	\$ 2,273,139	\$ 2,299,656
Other State Revenue 8300-8599	\$ 13,619,994	\$ 8,188,973	\$ 8,213,418
Other Local Revenue 8600-8799	\$ 5,683,647	\$ 4,989,909	\$ 5,061,358
TOTAL REVENUES	\$ 26,536,847	\$ 15,835,611	\$ 15,965,694
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 6,378,539	\$ 7,144,381	\$ 6,857,548
Classified Salaries 2000-2999	\$ 5,136,497	\$ 5,941,083	\$ 5,893,123
Employee Benefits 3000-3999	\$ 8,020,017	\$ 9,090,948	\$ 8,844,364
Books and Supplies 4000-4999	\$ 3,417,937	\$ 1,476,739	\$ 1,260,559
Services and Other Operating Expenditures 5000-5999	\$ 3,960,644	\$ 2,500,133	\$ 2,400,128
Capital Outlay 6000-6999	\$ 3,471,250	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 643,392	\$ 643,392	\$ 643,392
Transfers of Indirect Costs 7300-7399	\$ 1,209,937	\$ 1,166,224	\$ 1,122,215
Other Adjustments			
TOTAL EXPENDITURES	\$ 32,238,213	\$ 27,962,900	\$ 27,021,329
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ 9,850,260	\$ 10,360,148	\$ 10,360,148
OPERATING SURPLUS (DEFICIT)*	\$ 4,148,894	\$ (1,767,141)	\$ (695,487)
BEGINNING FUND BALANCE			
9791	\$ 3,833,642	\$ 7,982,535	\$ 6,215,395
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 7,982,535	\$ 6,215,395	\$ 5,519,908
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740	\$ 7,982,535	\$ 4,238,446	\$ 3,542,959
Committed 9750-9760			
Assigned 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 1,976,949	\$ 1,976,949

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: **Combined General Fund**
CSEA Lakeside Chapter 240

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 06/22/2023)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 50,686,283		\$ -	\$ 50,686,283
Federal Revenue 8100-8299	\$ 7,161,604		\$ -	\$ 7,161,604
Other State Revenue 8300-8599	\$ 15,016,989		\$ -	\$ 15,016,989
Other Local Revenue 8600-8799	\$ 6,792,271		\$ -	\$ 6,792,271
TOTAL REVENUES	\$ 79,657,146		\$ -	\$ 79,657,146
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 27,837,149	\$ -	\$ -	\$ 27,837,149
Classified Salaries 2000-2999	\$ 11,276,895	\$ 25,971	\$ -	\$ 11,302,867
Employee Benefits 3000-3999	\$ 20,801,408	\$ 9,329	\$ -	\$ 20,810,737
Books and Supplies 4000-4999	\$ 4,227,022		\$ -	\$ 4,227,022
Services and Other Operating Expenditures 5000-5999	\$ 8,671,299		\$ -	\$ 8,671,299
Capital Outlay 6000-6999	\$ 3,702,416		\$ -	\$ 3,702,416
Other Outgo (excluding Indirect Costs) 7100-7299	\$ 648,392		\$ -	\$ 648,392
7400-7499				
Transfers of Indirect Costs 7300-7399	\$ (92,514)		\$ -	\$ (92,514)
TOTAL EXPENDITURES	\$ 77,072,067	\$ 35,300	\$ -	\$ 77,107,367
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,777,756	\$ -	\$ -	\$ 1,777,756
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 807,323	\$ (35,300)	\$ -	\$ 772,022
BEGINNING FUND BALANCE				
9791	\$ 15,487,484			\$ 15,487,484
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 16,294,807	\$ (35,300)	\$ -	\$ 16,259,506
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ 85,000	\$ -	\$ -	\$ 85,000
Restricted 9740	\$ 7,982,535	\$ -	\$ -	\$ 7,982,535
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,915,108	\$ (35,300)	\$ -	\$ 5,879,808
Reserve for Economic Uncertainties 9789	\$ 2,312,163	\$ -	\$ -	\$ 2,312,163
Unassigned/Unappropriated Amount 9790	\$ 0	\$ (0)	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Fund 63 - Other Enterprise Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit:

CSEA Lakeside Chapter 240

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 50,294,294	\$ 50,906,765	\$ 52,291,976
Federal Revenue 8100-8299	\$ 320,388	\$ 210,179	\$ 210,179
Other State Revenue 8300-8599	\$ 1,396,994	\$ 1,334,782	\$ 1,315,254
Other Local Revenue 8600-8799	\$ 1,108,623	\$ 936,675	\$ 936,675
TOTAL REVENUES	\$ 53,120,299	\$ 53,388,401	\$ 54,754,084
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 21,458,610	\$ 21,409,933	\$ 20,957,227
Classified Salaries 2000-2999	\$ 6,166,369	\$ 6,175,208	\$ 6,212,164
Employee Benefits 3000-3999	\$ 12,790,720	\$ 13,214,232	\$ 13,032,841
Books and Supplies 4000-4999	\$ 809,085	\$ 725,801	\$ 711,285
Services and Other Operating Expenditures 5000-5999	\$ 4,710,656	\$ 4,014,878	\$ 3,854,283
Capital Outlay 6000-6999	\$ 231,166	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 5,000	\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ (1,302,451)	\$ (1,255,976)	\$ (1,211,967)
Other Adjustments			\$ -
TOTAL EXPENDITURES	\$ 44,869,155	\$ 44,284,075	\$ 43,555,832
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,777,756	\$ 500,000	\$ 500,000
Contributions 8980-8999	\$ (9,850,260)	\$ (9,751,326)	\$ (9,153,750)
OPERATING SURPLUS (DEFICIT)*	\$ (3,376,872)	\$ (1,147,000)	\$ 1,544,502
BEGINNING FUND BALANCE			
9791	\$ 11,653,842	\$ 8,276,971	\$ 7,129,971
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 8,276,971	\$ 7,129,971	\$ 8,674,472
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 85,000	\$ 85,000	\$ 85,000
Restricted 9740			
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,825,417	\$ 2,891,830	\$ 2,132,315
Reserve for Economic Uncertainties 9789	\$ 2,366,554	\$ 2,182,410	\$ 2,132,315
Unassigned/Unappropriated Amount 9790	\$ (0)	\$ 1,970,730	\$ 4,324,842

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: **Restricted General Fund**
CSEA Lakeside Chapter 240

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 06/22/2023)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 391,989		\$ -	\$ 391,989
Federal Revenue 8100-8299	\$ 6,841,216		\$ -	\$ 6,841,216
Other State Revenue 8300-8599	\$ 13,619,994		\$ -	\$ 13,619,994
Other Local Revenue 8600-8799	\$ 5,683,647			\$ 5,683,647
TOTAL REVENUES	\$ 26,536,847		\$ -	\$ 26,536,847
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 6,378,539		\$ -	\$ 6,378,539
Classified Salaries 2000-2999	\$ 5,136,497	\$ -	\$ -	\$ 5,136,497
Employee Benefits 3000-3999	\$ 8,020,017	\$ -	\$ -	\$ 8,020,017
Books and Supplies 4000-4999	\$ 3,417,937		\$ -	\$ 3,417,937
Services and Other Operating Expenditures 5000-5999	\$ 3,960,644			\$ 3,960,644
Capital Outlay 6000-6999	\$ 3,471,250			\$ 3,471,250
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 643,392		\$ -	\$ 643,392
Transfers of Indirect Costs 7300-7399	\$ 1,209,937		\$ -	\$ 1,209,937
TOTAL EXPENDITURES	\$ 32,238,213	\$ -	\$ -	\$ 32,238,213
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -		\$ -
Contributions 8980-8999	\$ 9,850,260	\$ -	\$ -	\$ 9,850,260
OPERATING SURPLUS (DEFICIT)*	\$ 4,148,894	\$ -	\$ -	\$ 4,148,894
BEGINNING FUND BALANCE				
9791	\$ 3,833,642			\$ 3,833,642
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 7,982,535	\$ -	\$ -	\$ 7,982,535
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 7,982,535	\$ -	\$ -	\$ 7,982,535
Committed 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ -	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit:

CSEA Lakeside Chapter 240

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 50,686,283	\$ 51,290,355	\$ 52,683,238
Federal Revenue 8100-8299	\$ 7,161,604	\$ 2,483,318	\$ 2,509,835
Other State Revenue 8300-8599	\$ 15,016,989	\$ 9,523,755	\$ 9,528,672
Other Local Revenue 8600-8799	\$ 6,792,271	\$ 5,926,584	\$ 5,998,033
TOTAL REVENUES	\$ 79,657,146	\$ 69,224,012	\$ 70,719,778
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 27,837,149	\$ 28,554,314	\$ 27,814,775
Classified Salaries 2000-2999	\$ 11,302,867	\$ 12,116,290	\$ 12,105,286
Employee Benefits 3000-3999	\$ 20,810,737	\$ 22,305,180	\$ 21,877,205
Books and Supplies 4000-4999	\$ 4,227,022	\$ 2,202,540	\$ 1,971,844
Services and Other Operating Expenditures 5000-5999	\$ 8,671,299	\$ 6,515,011	\$ 6,254,411
Capital Outlay 6000-6999	\$ 3,702,416	\$ -	\$ -
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 648,392	\$ 643,392	\$ 643,392
Transfers of Indirect Costs 7300-7399	\$ (92,514)	\$ (89,752)	\$ (89,752)
Other Adjustments	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 77,107,367	\$ 72,246,975	\$ 70,577,161
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,777,756	\$ 500,000	\$ 500,000
Contributions 8980-8999	\$ -	\$ 608,822	\$ 1,206,398
OPERATING SURPLUS (DEFICIT)*	\$ 772,022	\$ (2,914,141)	\$ 849,015
BEGINNING FUND BALANCE			
9791	\$ 15,487,484	\$ 16,259,506	\$ 13,345,365
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 16,259,506	\$ 13,345,365	\$ 14,194,380
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 85,000	\$ 85,000	\$ 85,000
Restricted 9740	\$ 7,982,535	\$ 4,238,446	\$ 3,542,959
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,825,417	\$ 2,891,830	\$ 2,132,315
Reserve for Economic Uncertainties 9789	\$ 2,366,554	\$ 2,182,410	\$ 2,132,315
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 3,947,679	\$ 6,301,791

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District
CSEA Lakeside Chapter 240

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2023-24	2024-25	2025-26
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 78,885,123	\$ 72,746,975	\$ 71,077,161
b. Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c. Net Expenditures, Transfers Out, and Uses	\$ 78,885,123	\$ 72,746,975	\$ 71,077,161
d. Projected P-2 ADA	4,443	4,266	4,225
e. State Standard Minimum Reserve Percentage for this District	3.00%	3.00%	3.00%
f. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line e, or \$69,000)	\$ 2,366,554	\$ 2,182,409	\$ 2,132,315

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 2,366,554	\$ 2,182,410	\$ 2,132,315
b. General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ (0)	\$ 1,970,730	\$ 4,324,842
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ 251	\$ 251	\$ 251
d. Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 2,366,804	\$ 4,153,391	\$ 6,457,408
f. Reserve for Economic Uncertainties Percentage	3.00%	5.71%	9.09%

3. Do unrestricted reserves meet the state minimum reserve amount?

2023-24
2024-25
2025-26

Yes
Yes
Yes

X
X
X

No
No
No

4. If no, how do you plan to restore your reserves?

J. CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year-All Funds

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)

\$	-
\$	40,907
\$	(40,907)

Subsequent Years- All Funds

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)

\$	85,378
\$	(85,378)

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Certifications

I hereby certify I am unable to certify

- The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.
- The costs incurred by the school district as a result of this agreement can be met by the district during the term of the agreement.

 District Superintendent (Signature) _____ Date

I hereby certify I am unable to certify

- The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.
- The costs incurred by the school district as a result of this agreement can be met by the district during the term of the agreement.

 Chief Business Official (Signature) _____ Date

Contact Person: Telephone Number:
 Samantha Orahoad 619.390.2604

Parent/Teacher Organization Contact Name email address:
 _____ _____
 _____ _____

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/14/23

Agenda Item:

Approval of Minutes

Background (Describe purpose/rationale of the agenda item):

It is recommended that the Board of Trustees approve the attached minutes with any necessary modifications:

Regular Board Meeting of September 14, 2023

Special Board Meeting of September 7, 2023

Special Board Meeting of September 20, 2023

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

Informational

Denial

Discussion

Ratification

Approval

Explanation: [Click here to enter text.](#)

Adoption

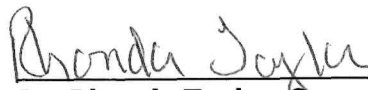
Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Special Meeting of the Board of Trustees

September 7, 2023
District Administration Center

- | | |
|---|--|
| <p>A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 4:04 p.m. by Andrew Hayes, President, with the following members present: Lara Hoefer Moir, Vice President; Jim Bennett, Clerk; Autumn Ellenson, Member; Ron Kasper, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Natalie Winspear, Assistant Superintendent; and Lisa Davis, Assistant Superintendent.</p> | <p>Call to Order</p> |
| <p>B. There were no requests to speak to the Board.</p> | <p>Comments</p> |
| <p>C. The Board met to discuss 1) Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation pursuant to Paragraph (2) of subdivision (d) of Government Code §54956.9; 2) Conference with Legal Counsel regarding Pending Litigation (PERB Case No. LA-RR-1338-E) pursuant to Government Code §54956.9; and 3) Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.</p> | <p>Closed Session</p> |
| <p>D. At 5:13 p.m. the Board reported out on the following:</p> <ol style="list-style-type: none"> 1. There was no action taken on Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation pursuant to Paragraph (2) of subdivision (d) of Government Code §54956.9. 2. There was no action taken on Conference with Legal Counsel regarding Pending Litigation (PERB Case No. LA-RR-1338-E) pursuant to Government Code §54956.9. 3. There was no action taken on Public Employee Evaluation, Superintendent, pursuant to Government Code §54957. | <p>Closed Session Report</p> |
| <p>President Hayes asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 5:14 p.m.</p> | <p>Closed Session Report and Adjournment</p> |

Rhonda L. Taylor, Ed.D.
Secretary to the Board

Jim Bennett
Clerk of the Board

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Regular Meeting of the Board of Trustees

September 14, 2023
District Administration Center

- | | |
|---|---------------------------------------|
| <p>A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 4:30 p.m. by Andrew Hayes, President with the following members present: Lara Hoefer Moir, Vice President; Jim Bennett, Clerk; Autumn Ellenson, Member; and Ron Kasper, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Natalie Winspear, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Rachel Camarero was present to record the minutes.</p> | <p>Call to Order</p> |
| <p>B. There were no requests to speak to the Board prior to Closed Session.</p> | <p>Public
Comments</p> |
| <p>C. At 4:31 p.m., the Governing Board moved to closed session to discuss the following: 1) Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6; 2) Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6; 3) Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation pursuant to Paragraph (2) of subdivision (d) of Government Code §54956.9; 4) Conference with Legal Counsel regarding Pending Litigation (PERB Case No. LA-RR-1338-E) pursuant to Government Code §54956.9; 5) Employee Discipline/Dismissal/Release pursuant to Government Code §54957; and 6) Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.</p> | <p>Closed Session</p> |
| <p>D. The Board reconvened at 6:00 p.m. President Hayes welcomed visitors and reported out on closed session items:</p> | <p>Reconvene
Welcome Visitors</p> |
| <ol style="list-style-type: none"> 1. No action was taken on Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6. 2. No action was taken on Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6. 3. No action was taken on Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation pursuant to Paragraph (2) of subdivision (d) of Government Code §54956.9. 4. No action was taken on Conference with Legal Counsel regarding Pending Litigation (PERB Case No. LA-RR-1338-E) pursuant to Government Code §54956.9. 5. The Board unanimously <u>approved</u> a Voluntary Resignation Agreement and Final Settlement Agreement for Instructional Assistant – Special Education II (#475791) with resignation effective November 18, 2023. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper). 6. No action was taken on Public Employee Evaluation, Superintendent, pursuant to Government Code §54957. | <p>Closed Session
Report</p> |

D. Students from the Extended Student Services program led the pledge of allegiance (video). Following the pledge, Manager Jerred Murphy shared highlights from the program such as: summer camp was a ton of fun; safety; over 500 kids for summer; walking field trips; water play; and so much more!

ESS Spotlight

E. Clerk Bennett commented that California has lost 300,000 students from the public school system and he personally believes parents are fed up with Sacramento. He is beginning to see how the process works in schools. Sacramento drills down the rules and bylaws with no leeway to the districts. We have a unique school district where the administration knows our community. School board members are not activists. They represent the community at large and are trying to do what the parents and community want. We are limited in what we can inform parents about and have limited options in choosing curriculum. He encouraged the Board to vote on what you believe and not what we have to do. He applauds the Board for formally bringing up legislative bills in discussion. Lakeside may need to begin process to make difficult choices.

Trustee Reports
and Comments

Member Ellenson attended the Riverview back-to-school night and enjoyed it. She also worked the Tierra del Sol Middle School dance, first dance in 30 years. She encouraged everyone to attend the Lakeside Rhythm and Brews. She commented that she got into education because of her love of students, the most important asset in our country. There's a lot happening with Ed Code and laws and she wants to protect all students.

Member Kasper has been busy visiting sites. He enjoyed the welcome back meeting where the energy in the room was great. He enjoyed recognizing our employees who have served the District 10, 20, and 30 years. He visited back-to-school nights at Tierra del Sol Middle School, Lakeview and Lemon Crest. They all were great and well attended.

Vice President Hoefer Moir welcomed everyone back. She loves seeing the joy on the campuses and with the parents who are back in the classroom volunteering. It feels like we're getting back to the normalcy that we've been missing. She enjoyed the dance at Lakeside Middle School. The dance floor was packed with students. She encouraged everyone to get out and help out in the classrooms!

President Hayes commented that it's been a great first month. He attended numerous events, such as: morning coffee with the Historical Society; spoke on a panel for California Equal Rights commission; welcome back meeting; spoke to the Boy Scouts; and MC'd for Lakeside's 9/11 event. He commented about the legislative bills that will be discussed later in the meeting. The Governor has the opportunity to veto these. We are elected officials and should be able to voice our concerns. There is concern in the community about vaccines and mask mandates. He's not seeing that at this time, but is watching for it.

F. There was 1 request to speak to the Board: a parent concerned with the history book content.

Public
Comments

G. 1. Assistant Superintendent, **Lisa Davis**, presented information on the 2022-2023 Unaudited Actuals. The report contains the financial results for the fiscal year ending June 30, 2023 and is subject to audit by the District's independent auditor. She clarified a revision made to the cover sheet updating the reserve percentage. She thanked the Business Office and Samantha Orahoad for closing the books. They received the official notice from the County and we did a great job. She highlighted our enrollment, which is higher than other districts. It feels good to grow our enrollment again. Anytime our ADA increases, that increases our Local Control Funding Formula. We are happy to end the year with growth of revenues. This number is prior to any salary increase. President Hayes commented it's nice to be back in the black!

Unaudited
Actuals
Presentation

G. PRESENTATIONS/ACTION ITEM (CONTINUED)

2. It was moved by Vice President Hoefer Moir and seconded by Member Kasper to approve the 2022-2023 Unaudited Actuals reporting the financial results for the fiscal year ending June 30, 2023. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper). Approve the 2022-23 Unaudited Actuals

3. Consultant Scott Barnett presented a report on district properties. He developed a strategy to use unused property with a plan for a Citizens Advisory committee. His suggestion is to partner with a non profit to meet these goals. The goal is to maintain the current academic programs, more robust with greater enrollment. He doesn't want to tear down facilities, but instead generate long-term lease revenues. Ideas to consider are: new gym/tech lab, dog parks, community meeting rooms, pursue housing for employees, etc. He doesn't recommend we sell property, but create a joint occupancy project instead. President Hayes moved to receive Mr. Barnett's report and Clerk Bennett seconded. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper). Vice President Hoefer Moir was thankful for the presentation and is looking forward to the Ad Hoc committee. The Ad Hoc committee will involve the community and labor partners. Consultant Report on District Properties

H. It was moved by Vice President Hoefer Moir and seconded by Member Ellenson to designate all Items of Business to the consent agenda with the exception of Items 4.6 and 6.2. The motion carried unanimously to designate Items of Business 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 6.1, 6.3, 6.4 and 6.5 to the consent agenda. Consent Agenda

1.1 It was moved by Vice President Hoefer Moir and seconded by Member Ellenson to adopt the following items of business: Items of Business

1.2 There was no discussion on items. Discussion

SUPERINTENDENT

2.1 A motion to adopt the minutes of the regular board meeting of August 10, 2023 and the special board meeting of August 10, 2023. Adopt Minutes

2.2 A motion to adopt the 2023 board goals. The goals were discussed at the special board meeting of August 10, 2023 and were mutually agreed upon to keep them the same as last year. Adopt Board Goals

2.3 A motion to adopt the revised 2023-2024 school and employee calendar. This reflects a minor change to the last report card date from June 12 to June 14, 2023. Adopt Revised Calendar

2.4 A motion to adopt Resolution No. 2024-04, regarding the intention to transition governing board elections from at-large to by-trustee area elections. Adopt Resolution No. 2024-04

HUMAN RESOURCES

3.1 A motion to approve/ratify Personnel Assignment Order 2024-03. Approve PAO

BUSINESS SERVICES

4.1 A motion to approve the following monthly business reports: A) Commercial Warrants; B) Purchase Orders and Change Orders; and C) Purchase Card Expenditures. Approve Bus Reports

- | | | |
|-----|---|------------------------------|
| 4.2 | A motion to adopt Resolution No. 2024-02, to certify 2022-23 Gann Limit Appropriations and an Estimated Limit for 2023-24. | Adopt Resolution No. 2024-02 |
| 4.3 | A motion to adopt Resolution No. 2024-03, the Guaranteed Maximum Price for the Central Kitchen Improvements Project and Related Actions at a cost of \$928,024.53. | Adopt Resolution No. 2024-03 |
| 4.4 | A motion to approve Change Order #5, the removal of Amendment #2, “Central Kitchen Equipment” from the Climatec master agreement, which will result in a reduction of \$95,781 to the agreement. | Approve Change Order #5 |
| 4.5 | A motion to approve the following annual contracts for the 2023-2024 school year: A) San Diego County Superintendent of Schools (Ed Services); B) JT ADHD Coaching (Special Ed); C) Maxim Healthcare Staffing Services, Inc. (Special Ed); D) Inclusive Leadership and Equity Consultants (Special Ed); E) 3 Chords, Inc. dba: Epic Special Education Staffing (Special Ed); F) San Diego County Superintendent of Schools – Aspire (TdS); G) New Mediscan II, LLC dba: Cross Country Education (Special Ed); H) Alliance for African Assistance (Ed Services); I) Imagine Learning (Ed Services); J) Responsive Classroom (TdS); K) ABA-360 (Special Ed); L) Golden Office Trailer, Inc. (Business Services); M) School Climate Health & Learning California Survey System (Pupil Services); N) NWEA for MAP Accelerator (TdS); O) Sunbelt Staffing, LLC (Special Ed); P) Specialized Education of California, Inc. (Special Ed); Q) School Innovations & Achievement (Pupil Services); R) National Construction Rentals, Inc. (DREAM/Maint); and S) The EvalGroup (Special Ed). | Approve Annual Contracts |

EDUCATION SERVICES

- | | | |
|-----|--|--------------------|
| 5.1 | A motion to approve the application for 2022-2023 Categorical Funding – Title I, Part A (Basic); Title II, Part A (Supporting Effective Instruction); Title III – English Learning; Title III – Immigrant; and Title IV, Part A (Student Support). | Approve the ConApp |
|-----|--|--------------------|

BOARD POLICIES, REGULATIONS, BYLAWS AND/OR EXHIBITS

- | | | |
|-----|--|--------------------|
| 6.1 | A motion to adopt Administrative Regulation 3516.2: Bomb Threats. | Adopt AR 3516.2 |
| 6.3 | A motion to adopt Board Policy and Administrative Regulation 6164.6: Identification and Education Under Section 504. | Adopt BP/AR 6164.6 |
| 6.5 | A motion to adopt Board Policy, Administrative Regulation and Exhibit 6173: Education for Homeless Children.. | Adopt BP/AR/E 6173 |
| 6.6 | A motion to adopt Board Bylaw 9270: Conflict of Interest. | Adopt BB 9270 |

Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper).

- | | | |
|-----|--|------------------------------|
| 4.6 | <u>It was moved by</u> Clerk Bennett and seconded by Member Kasper to accept the following gifts to the District: A) Don Diego donated \$1,310.75 to Lindo Park; B) Dollar Tree, Lakeside, donated several boxes of school supplies to students in need; and C) Pepsi of Lakeside donated drinks, chips and backpacks to 500 students at Lindo Park. President Hayes thanked everyone for the generous donations. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper). | Accept Gifts to the District |
|-----|--|------------------------------|

H. ITEMS OF BUSINESS (CONTINUED)

- | | | |
|-----|---|--|
| 6.2 | It was moved by Clerk Bennett and seconded by Vice President Hoefler Moir to table the adoption of Administrative Regulation 4217.3: Layoff/Rehire upon further revisions. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper). | Table AR 4217.3 |
| I. | <ol style="list-style-type: none"> 1. Review of Enrollment Report for Month 0 from August 21-28, 2023. There were no comments. 2. Review of the Quarterly Investment Reports, San Diego County Treasury Investment Pool as of quarter ended June 30, 2023. There were no comments. 3. First reading of Board Policy 6154: Homework/Makeup Work. The Board will hold a second reading at the next regular meeting. 4. The Board discussed legislative positions on the following: <ol style="list-style-type: none"> A. Oppose AB 665: Minors, consent to mental health services. This bill doesn't allow parents a say in their student's mental health plan. The recommendation is to request that the Governor veto this bill. The Board will draft a veto letter. B. Oppose AB 957: Family law; gender identity. President Hayes doesn't believe the schools should have a role in the gender identity of a child. The Board will draft a veto letter. C. Oppose AB 223: Change of gender and sex identifier. This bill passed, but we could send a veto request. The board wants more parent involvement, not less. D. Oppose CA AB 5: The safe and supportive schools act. President Hayes doesn't see support on training. This bill ties our hands. The Board will draft a veto letter. E. Oppose AB 598: Sexual health education and human immunodeficiency virus (HIV) prevention education: school climate and safety: California Healthy Kids Survey. This bill was not voted on. F. Oppose AB 1078: Instructional materials and curriculum: diversity. President Hayes believes we should push back on local control. We don't need more policies and processes. The Board will draft a veto letter. G. Oppose CA AB 659: the cancer prevention act. The Board agrees that the HPV vaccine should not be mandated of students. Their parents can make the choice. The Board will draft a veto letter. H. Support AB 1314: Gender identity: parental notification. This bill has not moved out of committee yet. President Hayes would like to draft a letter. 5. The Board formally requested other school districts and CSBA to support enacting legislation creating a School Sex Offender Plan by expanding notification requirements and limitations on the proximity where sex offenders may reside near sensitive areas such as schools, bus stops, day care centers, libraries, and youth sports facilities. | <p>Enrollment Report
Quarterly Inv Reports
BP 6154</p> <p>Legislative Positions
AB 665</p> <p>AB 957</p> <p>AB 223</p> <p>CA AB 5</p> <p>AB 598</p> <p>AB 1078</p> <p>CA AB 659</p> <p>AB 1314</p> <p>Request to Enact School Sex Offender Legislation</p> |
| J. | <ol style="list-style-type: none"> 1A. Kerry Strong, LTA President, commented that the school year is off to a great start. We've hired 30 new teachers and she is excited to get to know them. Teachers are doing great things on building community in the classrooms. When adults feel respected and safe, it makes an impact on how they interact with our students. District administration has been making it a priority to include staff and build morale. She commented that it's important to continue the homework policy discussion. It's a practice we have in Lakeside. Teachers are making positive impacts, no matter what is going on. We will continue to focus on district goals. She appreciates the board participating in these discussions. 1B. David Myers, CSEA President, was not in attendance. | <p>LTA President</p> <p>CSEA President</p> |

J. REPORTS TO THE BOARD (CONTINUED)

- | | |
|--|--|
| 2A. Lisa Davis, Assistant Superintendent, reported that Child Nutrition Director, Kristie Summers, did a great job distributing the free and reduced lunch applications. Some schools have 100% participation. There is new legislation, which could drop the participation rate to qualify to 20-30%. That could mean more funding for our district. She appreciates the efforts of the Child Nutrition department. | Assistant
Superintendent
Lisa Davis |
| 2B. Dr. Natalie Winspear, Assistant Superintendent, commented that the first 4 weeks have been a positive start. She is seeing joy in teachers and in the kids coming back to school. This year finally feels normal, and it's going to be an amazing year. We had another Williams visit at Tierra del Sol Middle School to look at our facilities and our curriculum. We got another overall rating of good on the Facilities Inspection Tool. Math alignment with Math Transformations has been very positive and all of our teachers have had the opportunity to cycle through once. Teachers are creating engaging math instruction. We are starting an after school program, called Encore, focusing on fun learning during this time. We are partnering with ESS to work with students. There is very specific criteria, targeting reading and literacy. Dr. Winspear is launching a grading and report card committee this year. | Assistant
Superintendent
Dr. Natalie
Winspear |
| 2C. Dr. Rhonda Taylor, Superintendent, congratulated everyone on a great start to school. The energy was great! We had good parent participation at the back-to-school nights. He thanked Todd and his crew for the work they've done to get the sites ready for school. It wasn't easy for the crew with serious roof leaks and air conditioning issues. She and Vice President Hoefler Moir attended the Salute to Teachers to honor our teacher of the year, John Dungan. Everything he does, he does to engage his students. Dr. Taylor shared that she will be the speaker at the Lakeside Historical Society's general meeting on Tuesday, September 26 th . She will present on the 100 years of the Lakeside Union School District. | Superintendent
Dr. Rhonda
Taylor |
| K. President Hayes asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 8:03 p.m. | Adjournment |

Rhonda L. Taylor, Ed.D.
Secretary to the Board

Jim Bennett
Clerk of the Board

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Special Meeting of the Board of Trustees

September 20, 2023
District Administration Center

- | | |
|--|--|
| <p>A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 5:01 p.m. by Lara Hoefer Moir, Vice President, with the following members present: Andrew Hayes, President; Jim Bennett, Clerk; and Ron Kasper, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Natalie Winspear, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Member Autumn Ellenson was absent.</p> | <p>Call to Order</p> |
| <p>B. There were no requests to speak to the Board.

Vice President Hoefer Moir welcomed the principals and led the pledge of allegiance.</p> | <p>Public
Comments
Flag Salute</p> |
| <p>C. The Board listened as each principal and vice principal presented their 2023-2024 site goals.</p> | <p>SPSA
Presentations</p> |
| <p>D. President Hayes asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 6:15 p.m.</p> | <p>Adjournment</p> |

Rhonda L. Taylor, Ed.D.
Secretary to the Board

Jim Bennett
Clerk of the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Resolution for Child Development Contract

Background (Describe purpose/rationale of the agenda item):

A resolution authorizing the District to enter into a contract with California Department of Education for Child Development Services, and authorizing the Superintendent to sign the contract documents for fiscal year 2023-2024.

Fiscal Impact (Cost):

N/A

Funding Source:

Preschool

Recommended Action:

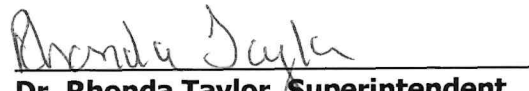
- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:

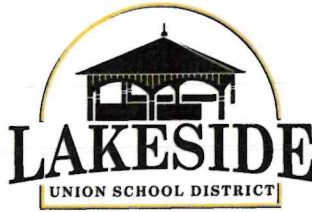

Lisa De Rosier, Executive Assistant


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

RESOLUTION 2024-01

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2023/24.

BE IT RESOLVED that the Governing Board of the Lakeside Union School District, and the persons who are listed below, are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Rhonda L. Taylor, Ed.D.</u>	Superintendent	_____
<u>Natalie Winspear, Ed.D.</u>	Assistant Superintendent	_____
<u>Lisa Davis</u>	Assistant Superintendent	_____

PASSED AND ADOPTED, this 12th day of October 2023 by the Governing Board of the Lakeside Union School District of San Diego County, California.

I, Jim Bennett, Clerk of the Governing Board of the Lakeside Union School District of San Diego County, California, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at the Lakeside Administration Office at the regular time and the resolution is on file in the office of said Board.

October 12, 2023

Clerk of the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Cooperative Strategies Proposal

Background (Describe purpose/rationale of the agenda item):

Approval is requested of a proposal from Cooperative Strategies for a specialized demography study for the creation and implementation of voting areas in the LUSD boundaries.

Fiscal Impact (Cost):

\$20,000, plus reimbursable expenses

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
-

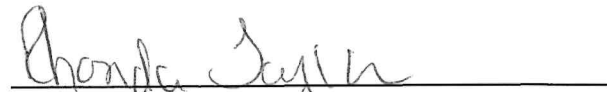
Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Rhonda Taylor, Superintendent



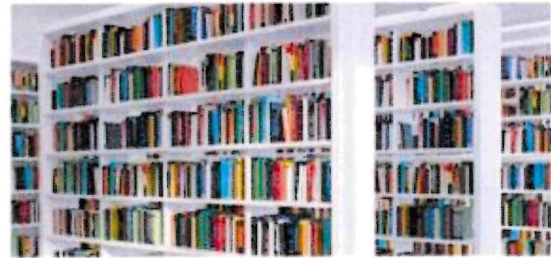
TRUSTEE VOTING AREA CREATION SERVICES

LAKESIDE UNION SCHOOL DISTRICT

OCTOBER 3, 2023



COOPERATIVE
STRATEGIES
ASSESS • PLAN • FUND • BUILD



WHAT WE STAND FOR

Cooperative Strategies believes in a future where education—for everyone—is thriving.

We envision a world where students, teachers, and administrators are excited to go to school, feel safe in their buildings, and come home inspired as a result. And we stand side by side with school districts and their communities to make this dream a reality.

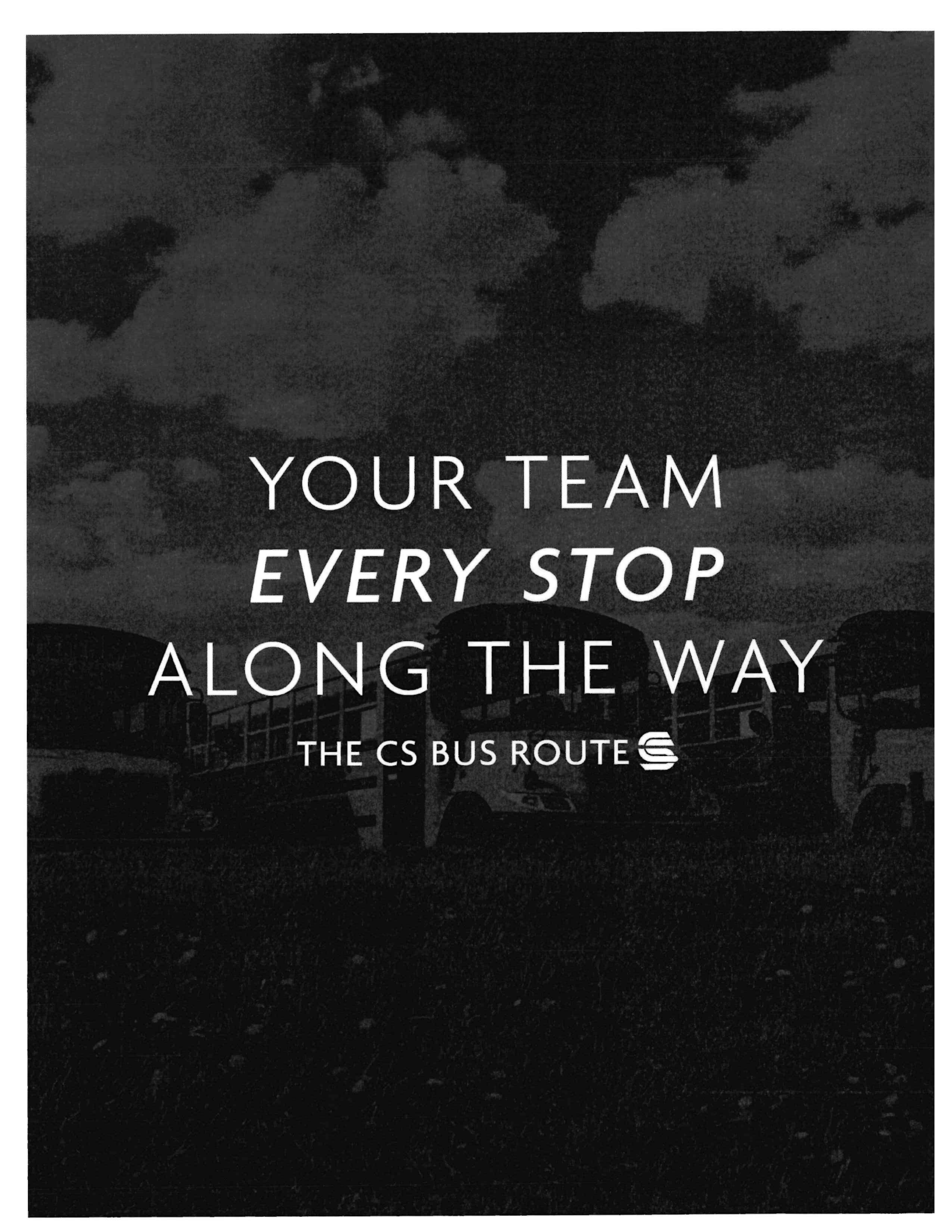
The Cooperative Strategies approach is different because it's holistic. Our team guides school districts through every turn of their educational planning journey, helping them:

Assess where they are by examining facility conditions, educational adequacy, and building capacity

Plan where they want to go by creating master strategies and studies that align their priorities with community needs

Fund their dreams by evaluating financial opportunities and securing cost-effective financing

Build their vision by managing facility and program projects through to completion



YOUR TEAM
EVERY STOP
ALONG THE WAY

THE CS BUS ROUTE 

THE CS BUS ROUTE

ASSESS

- Facility Condition Assessments
- Educational Adequacy Assessments
- Capacity Analyses

PLAN

- Master Plans
- Strategic Plans
- Enrollment & Demographic Studies
- Housing Studies
- Attendance Boundary Studies
- Redistricting Studies
- Voting Area Creation
- Other Studies
- Community Engagement

FUND

- Community Facilities Districts
- Funding Plans
- General Obligation Bonds
- Debt Refunding / Restructuring
- Special Tax Bonds



Navigating your educational and facilities planning journey is no easy task, but you don't have to do it alone. From initial **assessment** and **planning**, to project **funding** – we'll help you create a unified strategy to stay on track. And we'll be with you *every stop along the way.*

LETTER OF INTEREST

Dr. Rhonda Taylor

Lakeside Union School District
12335 Woodside Avenue
Lakeside, California 92040

10/3/2023

Re: Proposal to Provide Trustee Voting Area Creation Services

Dear Dr. Taylor:

Cooperative Strategies, LLC ("CS") is pleased to submit the enclosed proposal to provide demographic services in compliance with the California Voting Rights Act ("CVRA") to Lakeside Union School District ("LUSD" or "the District").

Throughout the past 25+ years, Cooperative Strategies has helped plan and finance school facilities for more than 2,000 school districts across the nation. Our philosophy is to provide **relationship-based** consulting services primarily to school districts. We believe it is important to thoroughly understand our clients' specific needs, and we pride ourselves on building lasting partnerships that help them achieve their long-term goals and objectives.

We are unique in that we offer a spectrum of services, from initial assessment and planning through funding and final construction. Our integrative model merges demographic information, conditional needs, educational goals, and funding ability. This gives both our staff and our clients a "Full Picture" of the District's needs. Our proposed staff will be ready and willing to work with the District throughout the dates presented by counsel.

Given our expertise in analyzing and evaluating demographic data, CS is uniquely qualified to assist the School District with demographic services in relation to compliance with the CVRA. We've provided similar services to more than 175 districts across the State of California ("State") which makes us intimately familiar with the requirements under the CVRA and the Federal Voting Rights Act ("FVRA").

Thank you for the opportunity to submit the enclosed proposal. Should you have any questions, please do not hesitate to contact me. We look forward to the prospect of working with LUSD!

Sincerely,



David Lopez

Executive Director

Cooperative Strategies / Woolpert

949.250.8318 | dlopez@coopstrategies.com / david.lopez@woolpert.com

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FEE PROPOSAL.....	28

A dark, high-contrast photograph of a group of people in a meeting. The image is mostly black with some lighter, grainy areas where the people are visible. The text is overlaid in the center.

ABOUT US

OUR ABILITY TO SERVE YOU



WHO WE ARE

We are a tightknit team of educational facility and program planners with backgrounds in school facility management, educational program planning, 21st Century Learning principles, GIS, engineering, capital planning, and community engagement. Our team members include: former state department of education thought leaders; former school superintendents, maintenance managers, teachers, and administrators; Association for Learning Environments members; Recognized Educational Facility Planners; and MSRB Series 50 Municipal Advisor Representatives.

We firmly believe that a thriving, equitable public education system is foundational to our democracy and our country's vitality.

WHY COOPERATIVE STRATEGIES?

We are dedicated to strengthening our public school institutions at every level, every day. Cooperative Strategies is working alongside the [Re]Build America's School Infrastructure Coalition, the National Council on School Facilities, and the Center for Cities + Schools [toward the passage of legislation](#). We facilitate regular webinars where K12 thought leaders collaborate on how to equitably and safely educate all students. We sponsor conferences led by organizations like the Coalition for Adequate School Housing and the Council of Great City Schools.

As your needs evolve, so do our offerings. From initial building and standards assessments, to facility and demographic planning, to financial advisory services, to full program management—we partner with school districts throughout their entire journeys.

For us, it's all about relationships. We know that one size does not fit all, especially when it comes to planning educational facilities. Our team works hard to understand each district's goals and objectives and to become a trusted extension of their staff. Many school districts have been clients for upwards of 20 years—our approach is about building lasting partnerships.

NATIONWIDE EXPERTISE

We guide school districts of all shapes and sizes through projects of all shapes and sizes. Our expertise across the facility and educational planning process means districts do not need to hire multiple firms from various industries.

Our team listens to administrations' hopes and communities' concerns. We partner with school boards to help build stakeholder consensus. And we work with developers and designers to execute schools' visions.



With thousands of success stories across the U.S. and beyond, we easily adapt to regional laws and regulations.

Our team members spread throughout the country—in **California, Colorado, Iowa, Ohio, New York, Texas, and Virginia**—enable us to offer nimble, cost-effective solutions to clients regardless of their location or time zone.

OUR ACCOMPLISHMENTS

<p>2,000+ School Districts Served</p>	<p>15 Billion+ Dollars in Bonds</p>	<p>20+ Service Lines</p>	
<p>300+ Facilities Master Plans</p>		<p>200 Million Dollars in Owner's Rep.</p>	<p>100 Million+ Sq. Ft. of Schools Assessed</p>
<p>3,000+ Enrollment Projections</p>	<p>25+ Years of Experience</p>		<p>Multiple Series 50 Qualified Municipal Advisors</p>
	<p>280+ Educational Specifications</p>	<p>SaaS Offerings Including My Facility Informer™</p>	<p>4 U.S. Office Locations</p>

An aerial photograph of a residential neighborhood, showing a grid of streets and numerous houses. The image is dark and has a white border. The text is centered over the image.

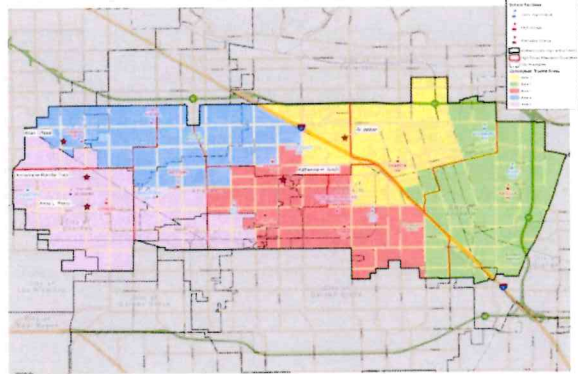
SCOPE OF SERVICES

TRUSTEE AREA DEMOGRAPHY SERVICES

TRUSTEE AREA CREATION

We have assisted a number of districts throughout California with the creation and implementation of voting areas. When drawing trustee areas, we utilize the following legal considerations:

- Each area shall contain nearly equal number of inhabitants based on total population with a variance of up to 10 percent between the largest and smallest areas
- Comply with the FVRA in that members of a protected class do not have their voting rights diluted through the creation of voting areas
- Be compact and contiguous, as much as possible
- Follow man-made and natural geographic features, as much as possible
- Respect incumbency where possible
- Consider other local criteria



Once several maps that meet the above criteria are created, we review them with LUSD staff and legal counsel to ensure legal compliance. The maps are then shared with the governing board for review and comment prior to receiving public input.



Public input can take the form of public hearings at board meetings or in town hall meetings across the District where community members can review the information and provide feedback.

After all feedback is compiled, the governing board can adjust the maps as it desires before ultimately deciding on the map that best meets the needs of the community. Our team then helps with the approval and adoption process to finalize and implement the new trustee area election method.

APPROACH

Our approach to creating trustee areas is multi-layered, beginning with data driven options refined by public input and feedback from the Board. Below we highlight some of the important aspects of our approach that make us a good candidate for this engagement:

- Objective Approach: we approach each engagement without preconceived notions of what the outcome should be. This allows us to listen to priorities, concerns and input from community members and stakeholders to develop scenarios that best serve the interests of the community.
- Public Agency Focus: we only work with public agencies, which frees us from some of the conflicts of interest that other consultants may have. We **do not** serve political candidates for office, political party organizations or advocacy groups, which we believe helps to maintain our independence and objectivity. We put public agencies' interests first in all of the work we do, and we take tremendous pride in that.
- Education Experience: we have been providing services to LEAs in California for more than 20 years. We understand the environment our clients operate in and bring unique perspective of the practical impacts of our work and recommendations. Each of our clients has unique circumstances, and we apply the lessons learned from working with more than 165 LEAs across the State on their trustee areas.

ANALYTICAL RESOURCES

Our firm has experience utilizing Geographic Information Systems ("GIS") software for the better part of two decades.

- We have more than 10 GIS professionals that are highly skilled in conducting geospatial analyses needed to provide redistricting consulting services. In addition to providing redistricting services, our GIS professionals do many other geospatial analyses to support our clients.
- We utilize the most up to date ESRI software.
- We pair our GIS capabilities with extensive research experience where we are skilled at tracking down the most relevant GIS shapefiles and demographic datasets.
- We can also provide a web-based tool for members of the community and stakeholders to provide scenarios or revise map options, if desired.
- Quantitative analysis for LEAs is our specialty and we have the tools and staff capabilities to facilitate the redistricting process for LUSD.
- Over the last 10-plus years, we have developed proprietary models to perform the analyses needed to advise LUSD on issues related to the CVRA, and we can quickly and efficiently analyze different scenarios to meet the compressed timelines resulting from delays in the release of Census data.
- Our experience has shown us that understanding the relevant data is only part of our role. We have learned that listening to our clients' goals and priorities will help us to

support the decision-making process. As a result, we can modify and adapt our analyses to suit the specific needs of our clients.

Our quantitative capabilities combined with our extensive experience ensures that we look at the issues from all perspectives and will create an outcome that is thoughtful and in the best interests of the community.

PUBLIC OUTREACH

We pride ourselves on our ability to lead and facilitate public outreach for our clients. In addition to public outreach for trustee areas, we have led public outreach processes for LEAs across the nation related to facilities master plans, school attendance boundaries and school closures. We help to educate stakeholders about the issues and provide a forum for community input. For LUSD, our proposed process would include the following:

- Public Hearings (required by statute): once conceptual trustee areas have been refined, we would present preliminary scenarios during public hearings at LUSD Board meetings and gather input received from stakeholders.
- Community Input Meetings (Optional): following public hearings on the initial scenarios, we would lead and facilitate community input meetings with the goal of educating community members, responding to questions and gathering input. We prepare an informational presentation, handouts with maps and data, and record questions/concerns/recommendations on comment forms. We synthesize this input and report back to administrators and the Board.
- Trustee Area Website (Optional): based on LUSD's preference, we can either create a dedicated website for the trustee area process or coordinate the content for a page on the School District's website. This would include posting relevant background information on the process, agendas and Board presentations, information from community input meetings, and an online mapping tool, if desired (see below).
- Online Mapping Tool (optional): we can also provide an online tool for members of the community and stakeholders to provide scenarios or revise map options, if desired. This supplements the community input process and allows the public to provide tangible recommendations.
- Final Board Recommendations: the goal of the public outreach process is to provide transparency for the process, engage the community in a dialogue about relevant issues and refine final recommendations to the Board. We can best support the Board's decision-making process by facilitating communication with stakeholders and adjusting our recommendations accordingly.

STATEMENT OF WORK

ACTIVITY I. GOALS AND PRIORITIES AND DATA ANALYSIS

Task 1 Identify Goals and Priorities

This task involves determining the goals the District has for the redistricting process. This determination will be based on Education Code and Elections Code, including the California Voting Rights Act and Federal Voting Rights Act. Goals and priorities may or may not take into account:

- Balanced Population (One Person, One Vote)
- Civic Boundaries
- Community Identity

Task 2 Identify Key Issues and Considerations

This task involves identifying the key issues and considerations involved in creating Trustee Areas. These may include legal issues, compliance with federal and State regulations, Committee on School District Organization and State Board of Education requirements, and constituent/community concerns, as well as others.

Task 3 Discuss Requirements with Legal Counsel

This task involves discussing the list of items identified in Tasks 1 and 2 with staff of the District and the Client to ensure compliance with all applicable legal, statutory, and organizational requirements.

Task 4 Prepare Census Data Analysis for Trustee Areas

This task involves analyzing 2020 Census data to obtain information on population within the District as well as to use in creating conceptual Trustee Areas.

Task 5 Evaluate Population of Community

This task involves evaluating the demographics of the District based on data from the United States Census.

Task 6 Attend and Present at Public Hearings

This task involves Cooperative Strategies attending and presenting at the two (2) pre-map public hearings at meetings of the Governing Board of the School District to gather input from the community and Governing Board.

ACTIVITY II. PREPARE AND PRESENT SCENARIOS**Task 7 Create Conceptual Trustee Areas**

This task involves using Census data and GIS data gathered in Task 4 and input received in Task 6 to prepare three (3) conceptual Trustee Area scenarios. This task will involve preparing alternative Trustee Area boundary proposals for consideration, including maps and demographic data for comparative purposes.

Task 8 Present Recommendations to Staff

This task involves presenting conceptual Trustee Areas to District staff for their review and consideration. CS will prepare deliverables and a presentation with the goal of refining the recommendations that will be delivered to the Board.

Task 9 Present to Governing Board

This task involves three (3) meetings to present the scenarios from Task 8 to the Board for comment and review. These meetings include the public hearings required prior to approval by the Governing Board.

Task 10 Assist in Public Outreach

At the District's request, this task involves assisting in a public outreach effort to present conceptual scenarios to the public and solicit feedback from constituents on the scenarios through participation in community input meetings. Cooperative Strategies will provide materials for meetings and assist in coordinating a transparent process to gather and respond to feedback.

Task 11 Revise Scenarios

This task involves revising the conceptual scenarios based on feedback from the public and the Board.

Task 12 Present Revised Scenarios to Governing Board

This task involves presenting the revised scenarios to the Board for consideration and approval of new Trustee Areas.

Task 13 Assist in Approval and Implementation Process

This task involves assisting in obtaining approval of Trustee Areas from the County Committee on School District Organization. CS will provide these organizations with supporting data/information and answer questions on behalf of the District. CS also will assist with approval of an election waiver from the State Board of Education and ensure proper documentation is provided to State and County offices to implement the change in Trustee Areas.

Optional Community Input Meetings

At the District’s request and for an additional fee outlined in Exhibit B, this task involves the facilitation of community input meetings with the goal of educating constituents, responding to questions and gathering input from constituents. CS will provide an informational presentation, handouts with maps and data, and record questions/concerns/recommendations on comment forms. CS will present findings at



KEY PERSONNEL

YOUR TEAM OF INDUSTRY EXPERTS



CAROLYN SCHOLL
SENIOR DIRECTOR

Carolyn Scholl recently joined Cooperative Strategies in 2022 and has previously consulted and directed educational facility planning projects, GIS efforts, capacity analyses, and educational adequacy assessments for school districts across the country for more than 20 years. Carolyn's unmatched expertise reaches the thresholds of state and federal district standards; and she utilizes that experience to confidently build long-lasting relationships with new clients as well as maintaining those with current clients.

Education

- B.A., Business Administration (Emphasis in Human Resource Management), University of Alaska, Fairbanks
- Business Management Certificate, University of Southern California
- Hazus-MH Practitioner, FEMA Emergency Management Institute

Areas of Expertise

- Boundary Planning
- Trustee/Voting Areas
- Facilities Master Planning
- Community Engagement
- Facility Assessments
- Education Adequacy Assessments
- Enrollment Projections
- GIS
-

Notable Accomplishments

- Responsible for several educational programs (managing technical assistance, training and design)

Sample Experience

- Banning Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Beaumont Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Carlsbad Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Chula Vista Elementary School District, CA**
School Facilities Improvement District Mapping
- Chula Vista Learning Community Charter, CA**
Project Administration
- Cotati-Rohnert Park Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Covina-Valley Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Davy Architecture-Mountain Empire SD, CA**
Educational Adequacy Assessment, Facilities Condition Assessment
- Diablo Water District, CA**
Trustee/Voting Areas; Community Engagement
- Esmeralda County SD, CA**
Evacuation Route Mapping
- Esparto Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Elko County SD, CA**
Evacuation Route Mapping
- Fallbrook UHSD, CA**
Trustee/Voting Areas; Community Engagement
- Fallbrook UESD, CA**
Trustee/Voting Areas; Community Engagement
- Jamul-Dulzura Union District, CA**
Trustee/Voting Areas; Community Engagement
- Jurupa Area Recreation and Park District, CA**
Trustee/Voting Areas; Community Engagement
- La Mesa-Spring Valley Schools, CA**
Trustee/Voting Areas; Community Engagement
- Oakdale JUSD, CA**
Trustee/Voting Areas; Community Engagement
- Palm Springs Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Patterson JUSD, CA**
Trustee/Voting Areas; Community Engagement
- Trenholm State Community College, AL**
Educational Adequacy Assessment, Facilities Condition Assessment



ANGELA BANUELOS
SENIOR ASSOCIATE DIRECTOR

Angela Banuelos has been assisting LEAs with a variety of services since joining Cooperative Strategies in 2016. Angela is currently a member of our Planning Department, where she completes California Voting Rights Act ("CVRA") analyses, redistricting, and assists school districts and other public agencies with the transition from at-large election systems to by-area election systems.

Angela also oversees the firm's *DisclosureCompliance™* platform. In that capacity, Angela is responsible for monitoring school districts' and cities' continuing disclosure obligations related to SEC Rule 15c2-12 and annual continuing disclosure reports for outstanding issuances.

Education

B.A., Political Science, California State University, Fullerton

Areas of Expertise

- Disclosure Compliance Services
- Geographic Information Systems
- Trustee/Voting Areas
- Redistricting
- Facility Condition Assessment
- Education Adequacy Assessment
- Enrollment Projections
- Facility Master Plans

Notable Accomplishments

- Project Management Institute (PMI) Member

Sample Experience

- Anaheim Elementary School District, CA**
Trustee/Voting Areas
- Anaheim Union High School District, CA**
Trustee/Voting Areas
- Bear Valley Unified School District, CA**
Trustee/Voting Areas
- Brea-Olinda Unified School District, CA**
Trustee/Voting Areas, Redistricting
- City of Beverly Hills, CA**
Disclosure Compliance Services
- Colorado Springs School District, CO**
Education Adequacy Assessment
- Duarte Unified School District, CA**
Trustee/Voting Area
- Escondido Union School District, CA**
Disclosure Compliance Services, Redistricting
- Escondido Union High School District, CA**
Disclosure Compliance Services
- Fillmore Unified School District**
Trustee/Voting Areas
- Fullerton School District, CA**
Disclosure Compliance Services, Trustee/Voting Areas, Redistricting
- Galt Joint Union High SD, CA**
Trustee/Voting Areas
- Garvey School District, CA**
Trustee/Voting Areas
- Hitchcock Independent School District, TX**
Facility Condition Assessment
- Long Beach Community College District, CA**
Disclosure Compliance Services
- Newport Mesa Unified School District**
Trustee/Voting Areas
- Ontario-Montclair School District, CA**
Trustee/Voting Areas
- Rowland Unified School District, CA**
Trustee/Voting Areas
- Santa Ana Unified School District**
Trustee/Voting Areas
- Santa Clarita Community College District**
Trustee/Voting Areas
- Savanna School District, CA**
Trustee/Voting Areas
- South Whittier School District, CA**
Trustee/Voting Areas



**CHRISTOPHER RASHIDIAN,
SENIOR ASSOCIATE DIRECTOR**

Christopher Rashidian has over 11 years of project management experience within the client service industry. In his current capacity at Cooperative Strategies, he has assisted School Districts and public agencies across the State of California by acting as their Community Facilities District Administrator, Special Tax Consultant, and Dissemination Agent for School District's bond issuances along with their Trustee and Voting Areas and community engagement for redistricting.

Education

- Doctor of Technology – Purdue University (in Progress)
- M.S., Information Technology - Data Analytics, Southern New Hampshire University
- B.A., Sociology, National University

Areas of Expertise

- CFD Administration
- Trustee/Voting Areas
- Project Management
- Community Engagement
- Risk Management
- Special Tax Consulting

Notable Accomplishments

- Speaker at the 9th International Conference on Computational Social Science.
- Working with Northwestern University on a Generative Pre-trained Transformer language model based in affective emotion for human-chatbot interaction.

Sample Experience

- Alvord Unified School District, CA**
CFD Administration; Disclosure Compliance Services, Special Tax Consulting
- Castro Valley Unified School District, CA**
Trustee/Voting Areas
- East Merced County Public Facilities Financing Authority, CA**
CFD Administration, Special Tax Consulting
- Eastside Union School District, CA**
CFD Administration, Disclosure Compliance Services
- Escondido Union School District, CA**
Disclosure Compliance Services
- Escondido Union High School District, CA**
Disclosure Compliance Services
- Fullerton School District, CA**
CFD Administration, Special Tax Consulting; Disclosure Compliance Services
- Jurupa Area Recreation and Park District, CA**
Trustee/Voting Areas; Community Engagement
- Jurupa Community Services District, CA**
Trustee/Voting Areas; Community Engagement
- Joshua Basin Water District, CA**
Trustee/Voting Areas; Community Engagement
- Lake Elsinore Unified School District, CA**
CFD Administration, CFD Formation, Special Tax Consulting; Disclosure Compliance Services
- Long Beach Community College District, CA**
Disclosure Compliance Services
- Oxnard Union High School District, CA**
Community Engagement
- Richland School District, CA**
CFD Administration, Disclosure Compliance Services, Special Tax Consulting
- San Marcos Unified School District, CA**
CFD Administration, CFD Formation, Disclosure Compliance Services, Special Tax Consulting
- Santa Ana Unified School District, CA**
Special Tax Consulting
- Santa Clara Unified School District, CA**
Trustee/Voting Areas; Community Engagement
- Sierra Kings Healthcare District, CA**
Trustee/Voting Areas; Community Engagement
- Tustin Unified School District, CA**
Facilities Usage Fees
- Val Verde Unified School District, CA**
CFD Administration, CFD Formation, Disclosure Compliance Services, Special Tax Consulting



PAST PROJECTS

PROVEN SUCCESS STORIES

SAMPLE TRUSTEE AREA CREATION SERVICES CLIENTS

In assessing the data of our clients under the CVRA and FVRA, Cooperative Strategies has worked with a number of districts that have taken different paths in the by-area voting transition process. The majority of our clients have proceeded in this endeavor through legal counsel and engaged our services under attorney-client privilege. All work products remained confidential and all communication with the governing board on these topics was done in a closed session.

For this reason, Cooperative Strategies cannot disclose the full list of clients who engaged our services under this type of arrangement. These clients included districts where we identified potential litigation of trustee areas under the FVRA and CVRA.

A list of some of the districts we have previously provided similar services to is found on the following table.

District Name	Location	Service Type
Adelanto Elementary School District	San Bernardino County	Trustee Area Creation Services
Alhambra Unified School District	Los Angeles County	Trustee Area Creation Services
Alta Loma School District	San Bernardino County	Trustee Area Creation Services
Alvord Unified School District	Riverside County	Trustee Area Creation Services
Anaheim Elementary School District	Orange County	CVRA Analysis & Trustee Area Creation Services
Anaheim Union High School District	Orange County	Trustee Area Creation Services
Antelope Valley Union High School District	Los Angeles County	Trustee Area Creation Services
Antioch Unified School District	Contra Costa County	Trustee Area Creation Services
Apple Valley Unified	San Bernardino County	Trustee Area Creation Services

District Name	Location	Service Type
School District		
Aromas-San Juan Unified School District	San Benito County	Trustee Area Creation Services
Atascadero Unified School District	San Luis Obispo	Trustee Area Creation Services
Azusa Unified School District	Los Angeles County	Trustee Area Creation Services
Banning Unified School District	Riverside County	Trustee Area Creation Services
Bear Valley Unified School District	San Bernardino County	Trustee Area Creation Services
Beaumont Unified School District	Riverside County	Trustee Area Creation Services
Benicia Unified School District	Solano County	Trustee Area Creation Services
Bonita Unified School District	Los Angeles County	Trustee Area Creation Services
Bonsall Unified School District	San Diego County	Trustee Area Creation Services
Briggs Unified School District	Ventura County	Trustee Area Creation Services
Charter Oak Unified School District	Los Angeles County	Trustee Area Creation Services
Copper Mountain Community College District	San Bernardino County	Trustee Area Creation Services
City of Garden Grove	Orange County	CVRA Analysis & Trustee Area Creation Services

District Name	Location	Service Type
Conejo Valley Unified School District	Ventura County	Trustee Area Creation Services
Corona-Norco Unified School District	Riverside County	Trustee Area Creation Services
Davis Joint Unified School District	Yolo County	Trustee Area Creation Services
Desert Sands Unified School District	Riverside County	Trustee Area Creation Services
Diablo Water District	Contra Costa County	Trustee Area Creation Services
Dos Palos Oro Loma Joint Unified School District	Merced & Fresno County	Trustee Area Creation Services
Dublin Unified School District	Alameda County	Trustee Area Creation Services
Duarte Unified School District	Los Angeles County	Trustee Area Creation Services
East Orange County Water District	Orange County	Trustee Area Creation Services
Etiwanda School District	San Bernardino County	Trustee Area Creation Services
Fallbrook Union High School District	San Diego County	Trustee Area Creation Services
Fillmore School District	Ventura County	Trustee Area Creation Services
Fontana Unified School District	San Bernardino County	Trustee Area Creation Services
Fullerton School District	Orange County	Trustee Area Creation Services

District Name	Location	Service Type
Galt Joint Union High School District	Sacramento County	Trustee Area Creation Services
Garden Grove Unified School District	Orange County	Trustee Area Creation Services
Garvey Unified School District	Los Angeles County	Trustee Area Creation Services
Goleta Union School District	Santa Barbara County	Trustee Area Creation Services
Hacienda La Puente Unified School District	Los Angeles County	Trustee Area Creation Services
Hemet Unified School District	Riverside County	Trustee Area Creation Services
Hesperia Unified School District	San Bernardino County	Trustee Area Creation Services
Hueneme Elementary School District	Ventura County	Trustee Area Creation Services
Imperial Valley Community College District	Imperial County	Trustee Area Creation Services
La Mesa-Spring Valley School District	San Diego County	Trustee Area Creation Services
Lincoln Unified School District	San Joaquin County	Trustee Area Creation Services
Mesa Union School District	Ventura County	Trustee Area Creation Services
Moorpark Unified School District	Ventura County	Trustee Area Creation Services
Moreno Valley Unified School District	Riverside County	Trustee Area Creation Services

District Name	Location	Service Type
Mountain View School District	San Bernardino County	Trustee Area Creation Services
Mt. Diablo Unified School District	Contra Costa County	Trustee Area Creation Services
Mupu Elementary School District	Ventura County	Trustee Area Creation Services
Natomas Unified School District	Sacramento County	Trustee Area Creation Services
North Orange County Community College District	Orange County	Trustee Area Creation Services
Novato Unified School District	Marin County	Trustee Area Creation Services
Oakley Union Elementary School District	Contra Costa County	Trustee Area Creation Services
Ocean View School District	Ventura County	Trustee Area Creation Services
Ojai Unified School District	Ventura County	Trustee Area Creation Services
Ontario-Montclair School District	San Bernardino County	Trustee Area Creation Services
Orcutt Unified School District	Santa Barbara County	Trustee Area Creation Services
Oroville Union High School District	Butte County	Trustee Area Creation Services
Oxnard School District	Ventura County	CVRA Analysis & Trustee Area Creation Services
Oxnard Union High School District	Ventura County	Trustee Area Creation Services

District Name	Location	Service Type
Palm Springs Unified School District	Riverside County	Trustee Area Creation Services
Paso Robles Union High School District	San Luis Obispo County	Trustee Area Creation Services
Perris Elementary School District	Riverside County	Trustee Area Creation Services
Petaluma City Schools	Sonoma County	Trustee Area Creation Services
Placer County Board of Education	Placer County	Trustee Area Creation Services
Pleasant Valley Unified School District	Ventura County	Trustee Area Creation Services
Port San Luis Harbor District	San Luis Obispo County	Trustee Area Creation Services
Redlands Unified School District	San Bernardino County	Trustee Area Creation Services
Rialto Unified School District	San Bernardino County	Trustee Area Creation Services
Rim of the World Unified School District	San Bernardino County	Trustee Area Creation Services
Rio School District	Ventura County	Trustee Area Creation Services
Riverside Community College District	Riverside County	Trustee Area Creation Services
Romoland School District	Riverside County	Trustee Area Creation Services
Rowland Unified School District	Los Angeles County	Trustee Area Creation Services
San Juan Unified School District	Sacramento County	Trustee Area Creation Services

District Name	Location	Service Type
San Mateo County Community College District	San Mateo County	Trustee Area Creation Services
San Miguel Unified School District	San Luis Obispo County	Trustee Area Creation Services
San Simeon Community Service District	San Luis Obispo County	Trustee Area Creation Services
Santa Ana Unified School District	Orange County	Trustee Area Creation Services
Santa Barbara Unified School District	Ventura County	Trustee Area Creation Services
Santa Clara Elementary School District	Ventura County	Trustee Area Creation Services
Santa Clara Unified School District	Santa Clara	Trustee Area Creation Services
Santa Maria-Bonita School District	Santa Barbara County	Trustee Area Creation Services
Santa Paula Unified School District	Ventura County	Trustee Area Creation Services
Santa Rosa City Schools	Sonoma County	Trustee Area Creation Services
Santa Ynez Union High School District	Santa Barbara County	Trustee Area Creation Services
Savanna School District	Orange County	Trustee Area Creation Services
Silver Valley Unified School District	San Bernardino County	Trustee Area Creation Services
Somis Union School District	Ventura County	Trustee Area Creation Services
Soquel Union Elementary School District	Santa Cruz County	Trustee Area Creation Services

District Name	Location	Service Type
Snowline Joint Unified School District	San Bernardino County	Trustee Area Creation Services
South Whittier School District	Los Angeles County	Trustee Area Creation Services
Sunnyvale Elementary School District	Santa Clara County	Trustee Area Creation Services
Temecula Valley Unified School District	Riverside County	Trustee Area Creation Services
Val Verde Unified School District	Riverside County	Trustee Area Creation Services
Vallecitos Elementary School District	San Diego County	Trustee Area Creation Services
Vallejo City Unified School District	Solano County	Trustee Area Creation Services
Victor Elementary School District	San Bernardino County	Trustee Area Creation Services
Victor Valley Union High School District	San Bernardino County	Trustee Area Creation Services
West Sonoma County Union High School District	Sonoma County	Trustee Area Creation Services
William S. Hart Union High School District	Los Angeles County	Trustee Area Creation Services
Wilsona School District	Los Angeles County	Trustee Area Creation Services

A dark, grainy photograph of a classroom. A teacher stands at the front near a whiteboard, and several students are seated at desks in the foreground, viewed from behind. The overall tone is somber and professional.

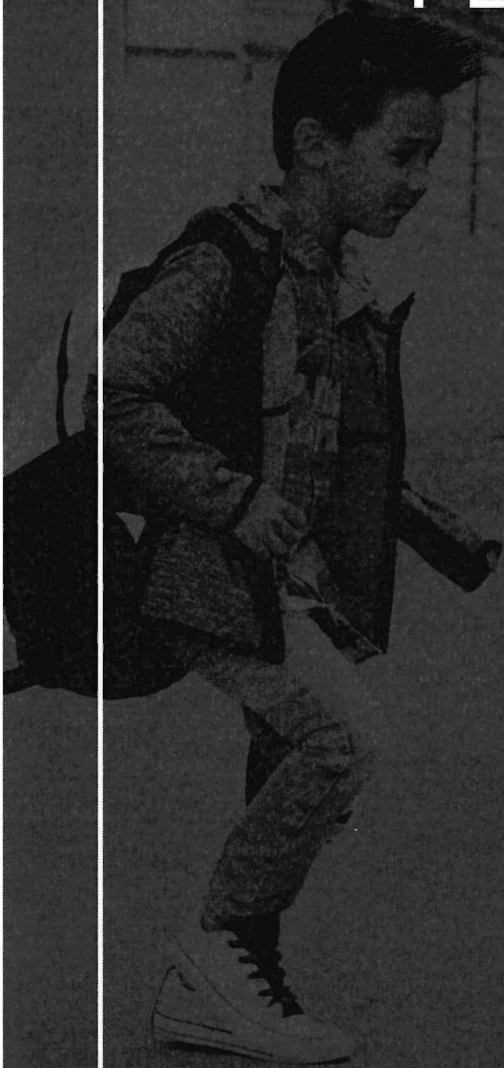
REFERENCES

TRANSPARENCY IS TRUST

The best proof of our ability to deliver comes via the testimony of current and past clients. Below we provide contact information for our partners at K-12 school districts who can speak to our expertise, dedication, and commitment.

CLIENT	CONTACT INFORMATION
Garvey School District	Anita Chu Superintendent 626.307.1964 achu@gesd.us
Oxnard School District	Dr. Karling Aguilera-Fort Superintendent 805-385-1501 kaguilerafort@oxnardsd.org
Filmore Unified School District	Christine Schieferle Superintendent 805.524.6038 christine.schieferle@fillmoreusd.org
Oxnard Union High School District	Dr. Tom McCoy Superintendent 805.385.2527 thomas.mccoy@oxnardunion.org
Rowland Unified School District	Julie Mitchell Superintendent 626.854.8304 jmitchell@rowlandschools.org

FEE PROPOSAL



TRUSTEE VOTING AREA CREATION SERVICES

The proposed fee for Cooperative Strategies, LLC to perform the services as described in Section 2 of this Proposal is outlined below. This fee includes attendance at up to six (6) meetings at the School District. Such meetings include public hearings, Board meetings, and the meeting of the County Committee on School District Organization, as well as scenario creation and mapping services. This fee shall be payable in monthly installments based on the percentage of work completed.

SERVICE DESCRIPTION	PROPOSED FEE
Trustee Voting Area Creation	\$20,000 (Plus Expenses)

Fees above are based on Agreement being entered into prior to December 1, 2023.

Should the District request additional scenarios beyond those identified in Section 2, the fee shall be \$375 per additional scenario.

Should the District request attendance at additional in-person meetings beyond those identified in Section 2 of this Proposal, such as Community Input meetings, or should the CVRA statutes be updated in 2024 to require more Board or community meetings, the fee for such services, including meeting preparation and travel time, will be billed at the standard hourly rates shown in the table below, plus reimbursable expenses. Should such additional meetings be requested to be held virtually, the fee per additional meeting will be \$900.

Standard Hourly Rates

Should LUSD request additional services outside the scope outlined in this proposal, the fee for such services, including meeting preparation and travel time, will be billed at the standard hourly rates below, plus reimbursable expenses.

POSITION	RATE
CEO	\$300/hour
Executive Director / Partner	\$275/hour
Senior Director	\$225/hour
Senior Associate Director	\$200/hour
Associate Director	\$175/hour
Senior Associate	\$150/hour
Associate	\$120/hour

REIMBURSABLE EXPENSES

In addition to professional fees, LUSD is responsible for expenses including travel (mileage, lodging, parking, etc.), meals, all printing, postage, overnight delivery service, and other direct expenses associated with the project. Reimbursable expenses will be invoiced monthly with professional fees.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Public Art

Background (Describe purpose/rationale of the agenda item):

Approval is requested per Board Policy 1270.5, for public artwork on district property. Lakeside Farms is requesting to commission Jen McLeroy to paint a mural on the wall of the library at no cost to the district.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
-

Originating Department/School: Superintendent

Submitted/Recommended By:

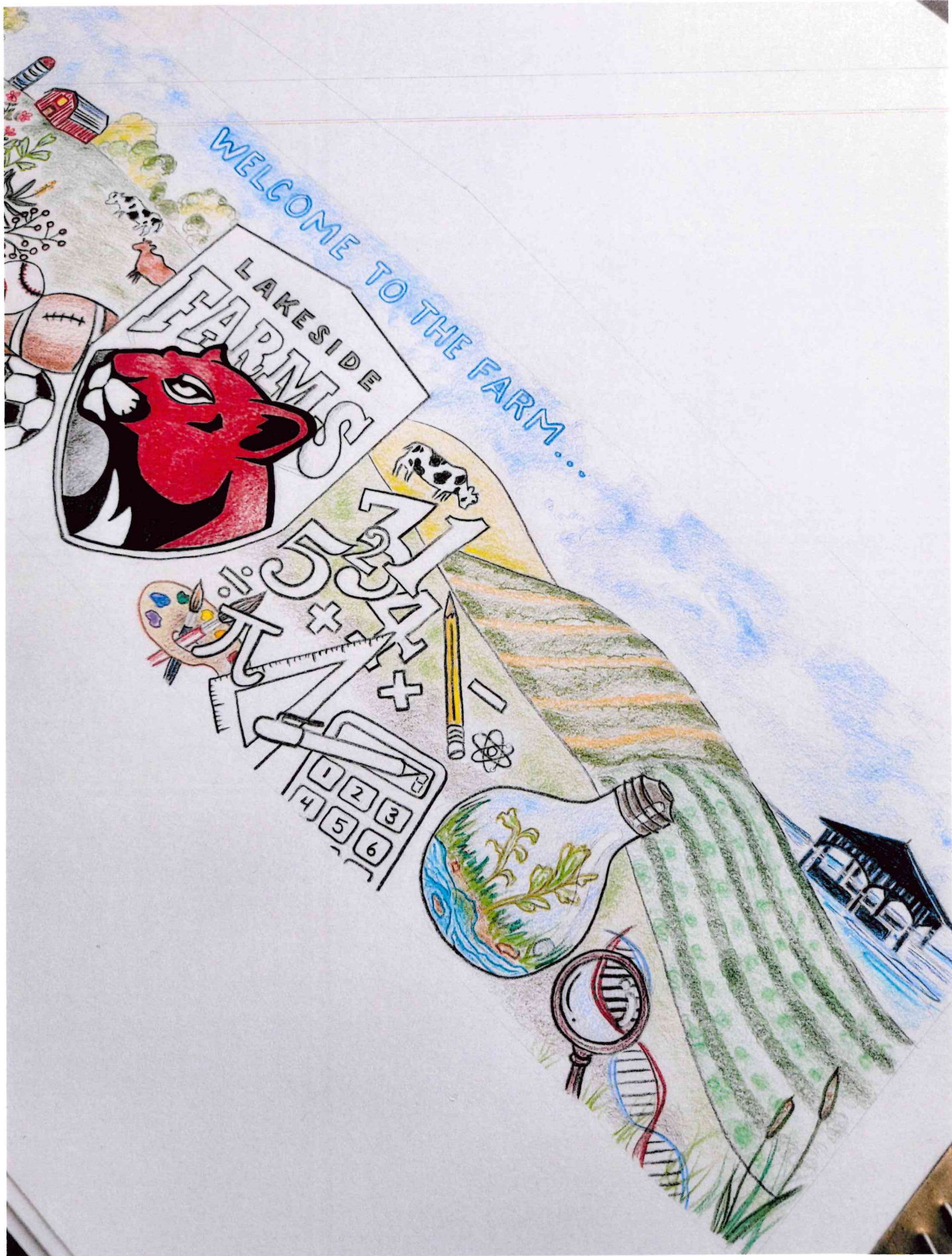


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:

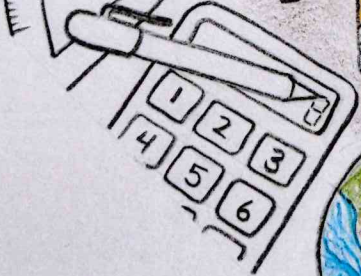


Dr. Rhonda Taylor, Superintendent



WELCOME TO THE FARM...

LAKESIDE
FARMS





WELCOME TO THE FARM...



TO THE FARM...



LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Date for Organizational Meeting of the Governing Board

Background (Describe purpose/rationale of the agenda item):

Per Education Code §35143 and 7200, the annual organizational meeting for 2023 must be held between December 1 and December 20, 2024 inclusive. A recommendation to set Thursday, December 14, 2023 at 6:00 p.m. in the boardroom of the District Administration Center located at 12335 Woodside Avenue in Lakeside, California as the date, time and place of the annual organizational meeting of the Board of Trustees.

Fiscal Impact (Cost):

N/A

Funding Source:

[Click here to enter text.](#)

Recommended Action:

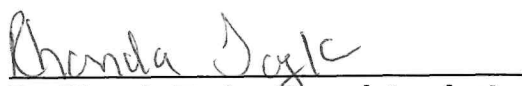
- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Consideration |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |

Originating Department/School: Superintendent

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Resolution #2024-06

Background (Describe purpose/rationale of the agenda item):

A resolution declaring the week of October 23-27, 2023 as Red Ribbon Week in the Lakeside Union School District. The District encourages the community to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug free, tobacco and alcohol abuse-free community.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |

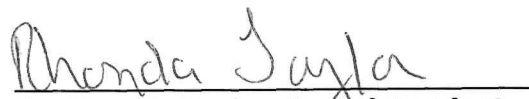
Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Rhonda Taylor, Superintendent

**LAKESIDE UNION SCHOOL DISTRICT
RESOLUTION NO. 2024-06**

RED RIBBON/DRUG AWARENESS WEEK

WHEREAS Alcohol, tobacco, and other drug abuse has reached epidemic stages in the United States; and,

WHEREAS It is imperative that community members launch visible substance abuse prevention education efforts to reduce the demand for drugs; and,

WHEREAS **Californians for Drug-Free Youth, Inc.**, sponsored the first statewide Red Ribbon Campaign in 1986, and the **National Federation of Parents for Drug-Free Youth, Inc.** sponsored the first nationwide campaign in 1988, with the Red Ribbon symbolizing commitment to a healthy, drug-free lifestyle, and with the goal of the Red Ribbon Campaign being to present a unified and visible commitment toward the creation of a **Drug-Free America**.

WHEREAS The Red Ribbon Campaign will be celebrated in every community in America during "**RED RIBBON WEEK**", October 23-27, 2023 and

WHEREAS Businesses, government, law enforcement, schools, religious institutions, service organizations, youth, medical, senior citizens, military, sports teams, and individuals will demonstrate their commitment to drug free, tobacco and alcohol abuse free health lifestyles by wearing and displaying red ribbons during this week-long campaign; and,

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the Lakeside Union School District does hereby support October 23-27, 2023 as "**RED RIBBON WEEK**", and encourage the community to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug free, tobacco and alcohol abuse free community.

BE IT FURTHER RESOLVED, that the Board of Trustees of the Lakeside Union School District encourages the community to promote a strong commitment to a drug-free lifestyle.

PASSED AND ADOPTED this 12th day of October 2023 by the Governing Board of the Lakeside Union School District of San Diego County, California.

Andrew Hayes, President

Lara Hoefler Moir, Vice President

Jim Bennett, Clerk

Ron Kasper, Member

Autumn Ellenson, Member

Dr. Rhonda Taylor, Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Personnel Assignment Order 2024-04

Background (Describe purpose/rationale of the agenda item):

The Personnel Assignment Order reflects new hires, retirements and changes in positions.

Fiscal Impact (Cost):

Varies

Funding Source:

General Fund

Addresses Emphasis Goal(s):

#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |

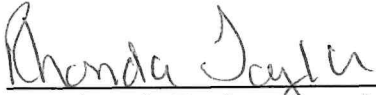
Originating Department/School: Human Resources

Submitted/Recommended By:



Christine Sinatra, HR Exec Director

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

**LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING, October 12, 2023
Personnel Assignment Order – 2024-04**

BACKGROUND:

The following personnel appointments, changes of status, leave requests, resignations, dismissals and consultant requests are submitted for Board consideration. Italicized information indicates a change.

Certificated Staff

A. New Hire:

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date
Martin, Kathryn	RSP Teacher/Itinerant	F/14		\$97,786	10/4/2023

B. Change of Status/Location:

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date

C. Waiver:

Employee	Assignment/Location	Reason	Recommendation	Effective Date
Pettigrew, Jessica	RSP Teacher/LP	Ed Specialist Credential	Yes	9/01/2023

D. Resignation:

Employee	Assignment/Location	Class/Step	Reason	Effective Date
Kayed, Lena	Teacher/LP	D/3	Personal	\$60,649

F. Provisional Internship Permit:

Employee	Assignment/Location	Effective Date

G. Consent to Serve:

Employee	Location	Position	Reason	Effective Date
Eulalie Walklet	LF	SLP	EC §44831	8/16/2023

Classified Staff

I. New Hire:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Adler, Blake	RV	IA-I-SPED/10/7	N/A	\$1,140.41	10/1/2023
Aragon, Chrystal	RV	Art/Music IA/13/5	N/A	\$1,489.56	10/1/2023
Bonilla, Jordan	LC	CDA/8/1	N/A	\$1,209.18	10/1/2023
Camacho, Nichole	RV	Art/Music IA/13/3	N/A	\$1,368.77	10/1/2023
Carrillo, Karla	RV	IA/11/2	N/A	\$1,293.56	10/1/2023
Chipp, Melissa	RV	Art/Music IA/13/5	N/A	\$1,489.56	10/1/2023
Deloriea, Kameryn	RV	CDA/8/1	N/A	\$763.50	10/1/2023
Diaz, Angel	LMS	CDA/8/1	N/A	\$763.50	10/1/2023
Hollingsworth, Aubrey	LV	CDA/8/1	N/A	\$1,129.57	10/1/2023
Hycz, Natalee	TDS	IA-III-SPED	N/A	\$2,032.54	10/1/2023
Jimenez, Serena	WG	ESS Health Tech Assistant/14/1	N/A	\$2,272.62	10/1/2023
Jones, Ashley	LC	CDA/8/1	N/A	\$859.09	10/1/2023
Lamb, Savanna	LMS	CDA/8/2	N/A	\$655.35	10/1/2023
Laughery, Danielle	RV	CDA/8/1	N/A	\$509.00	10/1/2023
Leonard, Nikki	RV	Art/Music IA/13/7	N/A	\$1,596.02	10/1/2023
Muntaha, Yousif	LC	IA-III-SPED/14/2	N/A	\$2,032.54	10/1/2023
Muse, Ilsey	TDS	IA-I-SPED/10/1	N/A	\$1,269.39	10/1/2023
Neilson, Candace	RV	CSS/8/3	N/A	\$1,294.55	10/1/2023
Nelson, Amanda	LF	Art/Music IA/13/7	N/A	\$2,424.28	10/1/2023
Nunez, Melissa	LF	IA-II-SPED/12/1	N/A	\$1,681.91	10/1/2023
Ochoa, Silvia	LMS	CNA/8/2	N/A	\$644.82	10/1/2023
Perez, Janea	LV	IA-I-SPED/10/7	N/A	\$1,140.41	10/1/2023
Prado, Rossela	LC	CDA/8/1	N/A	\$699.88	10/1/2023
Radov, Linda	WG	CSS/8/1	N/A	\$1,256.82	10/1/2023
Ramirez, Maria	RV	CDA/8/1	N/A	\$954.68	10/1/2023
Rocha, Juana	LV	CSS/8/2	N/A	\$1,273.74	10/1/2023
Velarde, Marisol	RV	IA/11/3	N/A	\$1,315.50	10/1/2023
Vitela, Catalina	LC	IA-III-SPED/14/7	N/A	\$2,476.80	10/1/2023
Zych, Joseph	LC	CDA/8/1	N/A	\$891.05	10/1/2023

J. Change of Status/Location:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Ayers, David	LF	Playground Activity Coordinator/10/7	\$1,433.36	\$1,501.35	10/1/2023
Castanos, Megan	RV	CDA/8/1	\$2,272.62	\$1,049.97	10/1/2023
Madden, Andrea	WG	Playground Coordinator/10/7	\$1,433.36	\$1,501.34	10/1/2023
McEntee, Lisa	TDS	IA-III-SPED/14/2	\$1,288.71	\$2,032.54	10/1/2023
Williams, Bailee	LEAP	IA-II-SPED/12/2	\$978.90	\$1,649.08	10/1/2023
VanDyk, Nicole	RV	Playground Coordinator/10/5	\$1,273.74	\$1,400.76	10/1/2023

K. Management Position:

Employee	Location	Position/Range/Step	Effective Date

L. Resignation/Termination:

Employee	Location	Position	Reason	Effective Date
Prosser, Sierra	LEAP	IA-II-SPED	N/A	9/26/2023

M. Rehires :

Employee Name	Location	Position	Effective Date

N. Return from Leave

Employee	Title	Start Date

RECOMMENDATION:

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Minor change to Art/Music Instructional Assistant job description.

Background (Describe purpose/rationale of the agenda item):

Approval of a minor change to the already approved classified position, Art/Music Instructional Assistant job description changing "in collaboration" to "under the supervision".

Fiscal Impact (Cost):

None

Funding Source:

General Fund

Addresses Emphasis Goal(s):

#1: Academic Achievement #2: Social Emotional #3: Physical Environments

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

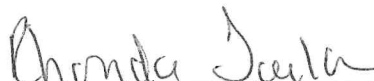
Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____



Job Description

Title: Art/Music Instructional Assistant	FLSA Status: Non-Exempt	Months: 10
Supervisor: School Principal	Supervises: N/A	Range: 13
Department: Site	Bargaining Unit: Classified	Approved: 6/15/23

JOB SUMMARY:

Under the direction of the site principal and *DM* *pos* **in collaboration** under the supervision **with** of the classroom teachers, the Art/Music Instructional Assistant will provide assistance to the teacher. *DM* *A*

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Under the **direction** supervision of the teacher the assistant will work with individual pupils or groups of pupils in the school classroom to provide art and/ or music lessons
- Operate various art and or music equipment.
- Working under the supervision of classroom teachers, assist with the design and creation of art and music content.
- Performs cleanup activities.
- Maintain a clear and orderly art and or music supply/equipment environment.
- Communicate and schedule with classroom teacher(s) art and or music opportunities.
- Assist other instructional staff with the development and presentation of learning materials, supplies and instructional exercises.
- Assists and presents art or music displays and exhibitions of pupils' work for the school, district and community.

OTHER DUTIES:

Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Skills/Ability to:

- Demonstrate the ability to communicate and work well with others.
- Ability to manage groups in a positive manner.
- Possess and utilize strong organization skills.
- Motivate and enthuse students through their art experience.
- Demonstrated ability to utilize technology for communication.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- High School Diploma
- Experience in assisting with art and or music
- Training in art/music or knowledge of art/music appreciation
- Knowledge of art/music theory and history

WORKING CONDITIONS:

Work Environment:

- Primarily indoor classroom and school environment
- Temperature normal climate

Physical Demands:

- Light to moderate physical effort standing and/or walking for extended periods of time. Lift and move instructional materials and equipment.
- Moderate stress level.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Approval of MOU between the District and CSEA and attached updated Job Descriptions for Position Classification Review and movement on salary schedule for 4 job classes.

Background (Describe purpose/rationale of the agenda item)

Approval is requested of the attached MOU between the District and California School Employees Association and its Lakeside Chapter #240 (CSEA) for the May 10, 2023 "Report on 23 Individual Requests for 2022 Position Classification Review from 7 Job Classes". Based on the independent consultant report and District and CSEA recommendation, 4 job classes will move 1 Range on the salary schedule and 6 job classes will have minor changes to job descriptions and/or titles.

- School Bus Drivers from Range 22 to 23, no changes to job description
- Transportation Assistant/School Bus Driver from Range 22 to 23, no changes to job description
- School Secretary move from Range 23 to 24, title change to School Site Administrative Assistant, update to job description
- Site Lead-Extended Student Services (ESS) from Range 19 to 20, update to job description
- Accounting Technician-ESS/LEAPP, no Range change, title change to Administrative Support Specialist-ESS/LEAPP, update to job description
- Executive Administrative Support Specialist-Educational Services, no Range change, title change to Student Data and Executive Administrative Support Specialist, update to job description

The report was reviewed with all employees and job descriptions were agreed upon by each job class employee. The MOU was voted and passed by CSEA on September 21, 2023.

The 4 job classes shall receive retro payment to July 1, 2023 for the range movement.

*Final report on "Human Resources Technician" was removed from the MOU.

Fiscal Impact (Cost):

\$56,100.41

Funding Source:

General Fund

Addresses Emphasis Goal(s):

- #1:** Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- Informational** **Denial/Rejection**
 Discussion **Ratification**
 Approval **Explanation:** [Click here to enter text.](#)

Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

**MEMORANDUM OF UNDERSTANDING
BETWEEN
LAKESIDE UNION SCHOOL DISTRICT AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
LAKESIDE CHAPTER #240**

This Memorandum of Understanding (hereinafter, “MOU”) is entered into on August 16, 2023 by and between the Lakeside Union School District (hereinafter, “District”) and the California School Employees Association and its Lakeside Chapter #240 (hereinafter, “CSEA”) (collectively “the Parties”) regarding implementation of salary range and job description changes. The parties agree that bargaining unit members seniority will be retained and shall not be affected by any of the changes in position title, job description, or reclassification.


The Parties agree as follows:

1. The Parties have met and consulted regarding the recommendations contained in the May 10, 2023 **Report on 23 Individual Requests For 2022 Position Classification Review from 7 Job Classes** (“Report”), prepared by Eric Hall & Associates.
2. The Parties agree to the following range and job description changes:
 - a) School Bus Drivers:
 - (1) Will move from Range 22 to Range 23 (one range movement)
 - (2) No change to position description title
 - b) Transportation Assistant/School Bus Driver
 - (1) Will move from Range 22 to Range 23 (one range movement)
 - (2) No change to position description title
 - c) School Secretary
 - (1) Will move from Range 23 to Range 24 (one range movement)
 - (2) Minor clean-up language in position description (attached as **Exhibit A**).
 - (3) Change position description title to *School Site Administrative Assistant*
 - d) Site Lead - Extended Student Services (ESS)
 - (1) Will move from Range 19 to Range 20 (one range movement)
 - (2) Added and detailed language for position description (attached as **Exhibit B**).
 - e) Accounting Technician - ESS/LEAPP
 - (1) No Range change


- (2) Minor clean-up language in position description (attached as **Exhibit C**).
 - (3) Change position description title to *Administrative Support Specialist-ESS/LEAPP*
- f) Executive Administrative Support Specialist - Educational Services
- (1) No Range change
 - (2) Minor clean-up language in position description (attached as **Exhibit D**).
 - (3) Change position description title to *Student Data and Executive Administrative Support Specialist*
3. Notwithstanding the language of Article 22.4 of the collective bargaining agreement between the Parties, and specifically the provision stating that, normally, reclassifications are effective the July 1 following Board approval, the Parties agree that the changes set forth in Section 2, above, will be retroactively effective to July 1, 2023.
4. The parties also agree that this MOU is not precedent setting, shall fully and finally resolve all issues regarding the above positions and the compensation for the above positions and that this MOU shall not be admitted into evidence or used by either party against the other as evidence of any violation of the collective bargaining agreement between the parties, any unfair practice charge, or any other violation of law in any administrative or judicial tribunal of any kind or nature, except to prove a violation of this MOU.
5. The parties agree that the contents of this MOU represent the sole agreement of the parties as to all issues related to its contents, and that neither has relied upon any representations by the other which are not set forth in this MOU.
6. This MOU is subject to ratification by the District's Governing Board and CSEA.

Signed this 16th day of August, 2023.

CSEA



David Myers, President



Joni Collins, Labor Relations Representative

DISTRICT



Lisa Davis, Assistant Superintendent

Ratified by the District's Governing Board on: _____



Job Description

Title: School Bus Driver	FLSA Status: Non-Exempt	Months: 12 SPLIT SHIFT
Supervisor: Transportation Supervisor	Supervises: N/A	Range: 23
Department: Transportation	Bargaining Unit: Classified	Approved: 06/15/2023 Revised: TBD

JOB SUMMARY:

Under the direction of Transportation Supervisor, operate a school bus or district vehicle over designated routes to transport students safely and efficiently to an assigned location on a designated route; observe legal and non-aggressive defensive driving practices; perform regular safety inspections; ensure the safety of students during transport, loading and unloading from buses.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Operate a school bus along a designated route; pick up and discharge students in accordance with time schedules; observe legal and defensive driving practices; assure compliance with applicable traffic and student transportation laws, codes and regulations.
- Maintain order and discipline among passengers on the bus in accordance with policies related to disciplining students; enforce district policies and procedures related to transportation of students.
- Monitor student activities and behavior; reports observations and/or incidents (e.g., bus stop compliance, discipline, accidents, passenger inappropriate social behavior).
- Determine appropriate action in emergency situations according to established guidelines; administer first aid to passengers as needed.
- Conduct required daily safety inspections of buses; inspect the interior, exterior and engine of buses to assure safe operational condition; report mechanical malfunctions or other problems as required.
- Maintain buses in a clean and safe operating condition; wash, wax, sweep, vacuum and clean the exterior, interior and windows of assigned buses; refuel, service and prepare vehicle for operation.
- Wash, wax, sweep, and clean the exterior, interior, and windows of spare buses; fuel spare buses.
- Supervise the loading and unloading of general education students and students with special needs; assure students with special needs are seated safely with seat belts, safety vests and wheelchair clamps are secured as required.
- Provide bus evacuation and safety instruction to district staff and students.
- Load, secure, transport and unload equipment and cargo.
- Transport students, staff and parents on field trips or other events; meet scheduled departure and arrival times as assigned.
- Prepare and maintain related logs, work orders, records and reports.
- Record and submit reports on driving time, mileage, fuel and oil consumption, student counts and safety inspections.
- Operate equipment, including wheelchair lifts, tie downs, seat belts, harnesses and other adaptive equipment as necessary.
- Operate a two-way radio for bus to bus and bus to base communications.
- Attend safety meetings, in-service trainings and programs as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Safe and defensive driving practices.
- Proper operations of school buses.
- Applicable California motor vehicle codes, Education code and State and federal traffic and student transportation laws, policies, guidelines and regulations.
- Basic first aid procedures.
- Basic record-keeping techniques.
- Applicable radio codes and proper usage of a two-way radio.
- Designated bus routes, bus stops and district traffic hazards.
- Problems and concerns of students with special needs.
- Interpersonal skills using tact, patience and courtesy.
- Health and safety regulations.
- Oral and written communication skills.

Skills/Ability to:

- Drive a school bus safely and efficiently.
- Learn and apply policies and procedures related to student discipline on buses.
- Maintain a safe discipline level among passengers.
- Observe legal and defensive driving practices.
- Learn and follow designated routes.
- Learn and interpret rules, regulations, laws and policies governing the district.
- Maintain bus in clean and proper working condition.
- Conduct safety inspections and perform routine preventive maintenance.
- Administer first aid.
- Maintain routine records.
- Understand and follow oral and written directions.
- Communicate effectively with others
- Meet schedules and timelines.
- Operate a two-way radio.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED.
- Sufficient training and experience to demonstrate the knowledge and abilities listed above.

Licenses, Certifications and other Requirements:

- Valid California Class "A" or Class "B" driver's license with a "P" endorsement.
- Valid California Class C driver's license.
- Valid School Bus Certificate issued by the California Highway Patrol.
- Valid medical certificate.
- Valid first aid certification.
- Pre-employment drug screening.
- Pre-placement physical exam.
- Criminal justice/fingerprint clearance.
- Tuberculosis clearance.

WORKING CONDITIONS:

Work Environment:

- Indoor/outdoor/school bus environment.
- Seasonal heat and cold or adverse weather conditions.
- Evening or variable hours.

- Exposure to fumes, dust, odors, oil/grease and gases.
- Driving a vehicle to conduct work.

Physical Demands:

- Sitting for extended periods of time while operating buses.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing to open bus doors.
- Bending at the waist, kneeling or crouching to inspect and wash buses.
- Reaching overhead, above the shoulders or horizontally.
- Seeing to monitor passengers and operate a vehicle.
- Lifting, carrying, pushing or pulling adaptive equipment and students.

Hazards:

- Traffic hazards.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.



Job Description

Title: School Bus Driver	FLSA Status: Non-Exempt	Months: 10
Supervisor: Director- Maintenance Operations & Transportation	Supervises: N/A	Range: 23
Department: Transportation	Bargaining Unit: Classified	Approved: 12/19/2019 Revised: TBD

JOB SUMMARY:

Under the direction of Director- Maintenance Operations & Transportation, operate a school bus or district vehicle over designated routes to transport students safely and efficiently to an assigned location on a designated route; observe legal and non-aggressive defensive driving practices; perform regular safety inspections; ensure the safety of students during transport, loading and unloading from buses.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Operate a school bus along a designated route; pick up and discharge students in accordance with time schedules; observe legal and defensive driving practices; assure compliance with applicable traffic and student transportation laws, codes and regulations.
- Maintain order and discipline among passengers on the bus in accordance with policies related to disciplining students; enforce district policies and procedures related to transportation of students.
- Monitor student activities and behavior; reports observations and/or incidents (e.g., bus stop compliance, discipline, accidents, passenger inappropriate social behavior).
- Determine appropriate action in emergency situations according to established guidelines; administer first aid to passengers as needed.
- Conduct required daily safety inspections of buses; inspect the interior, exterior and engine of buses to assure safe operational condition; report mechanical malfunctions or other problems as required.
- Maintain buses in a clean and safe operating condition; wash, sweep and clean the exterior, interior and windows of assigned buses; refuel, service and prepare vehicle for operation.
- Supervise the loading and unloading of general education students and students with special needs; assure students with special needs are seated safety and seat belts, harnesses and wheelchair clamps are secured as required.
- Provide bus evacuation and safety instruction to district staff and students.
- Load, secure, transport and unload equipment and cargo.
- Transport students, staff and parents on field trips or other events; meet scheduled departure and arrival times as assigned.
- Prepare and maintain related logs, work orders, records and reports.
- Record and submit reports on driving time, mileage, fuel and oil consumption, student counts and safety inspections.
- Operate equipment, including wheelchair lifts, tie downs, seat belts, harnesses and other adaptive equipment as necessary.
- Operate a two-way radio for bus to bus and bus to base communications.
- Attend safety meetings, in-service trainings and programs as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Safe and defensive driving practices.
- Proper operations of school buses.
- Applicable California motor vehicle codes, Education code and State and federal traffic and student transportation laws, policies, guidelines and regulations.
- Basic first aid procedures.
- Basic record-keeping techniques.
- Applicable radio codes and proper usage of a two-way radio.
- Designated bus routes, bus stops and district traffic hazards.
- Problems and concerns of students with special needs.
- Interpersonal skills using tact, patience and courtesy.
- Health and safety regulations.
- Oral and written communication skills.

Skills/Ability to:

- Drive a school bus safely and efficiently.
- Learn and apply policies and procedures related to student discipline on buses.
- Maintain a safe discipline level among passengers.
- Observe legal and defensive driving practices.
- Learn and follow designated routes.
- Learn and interpret rules, regulations, laws and policies governing the district.
- Maintain bus in clean and proper working condition.
- Conduct safety inspections and perform routine preventive maintenance.
- Administer first aid.
- Maintain routine records.
- Understand and follow oral and written directions.
- Communicate effectively with others
- Meet schedules and timelines.
- Operate a two-way radio.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED.
- Sufficient training and experience to demonstrate the knowledge and abilities listed above.

Licenses, Certifications and other Requirements:

- Valid California Class "A" or Class "B" driver's license with a "P" endorsement.
- Valid California Class C driver's license.
- Valid School Bus Certificate issued by the California Highway Patrol.
- Valid medical certificate.
- Valid first aid certification.
- Pre-employment drug screening.
- Pre-placement physical exam.
- Criminal justice/fingerprint clearance.
- Tuberculosis clearance.

WORKING CONDITIONS:

Work Environment:

- Indoor/outdoor/school bus environment.
- Seasonal heat and cold or adverse weather conditions.
- Evening or variable hours.
- Exposure to fumes, dust, odors, oil/grease and gases.

- Driving a vehicle to conduct work.

Physical Demands:

- Sitting for extended periods of time while operating buses.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing to open bus doors.
- Bending at the waist, kneeling or crouching to inspect and wash buses.
- Reaching overhead, above the shoulders or horizontally.
- Seeing to monitor passengers and operate a vehicle.
- Lifting, carrying, pushing or pulling adaptive equipment and students.

Hazards:

- Traffic hazards.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.



Job Description

Title: Transportation Assistant /School Bus Driver	FLSA Status: Non-Exempt	Months : 11
Supervisor: Director- Maintenance Operations & Transportation	Supervises: N/A	Range: 23
Department: Transportation	Bargaining Unit: Classified	Approved:12/19/2019 Revised: TBD

JOB SUMMARY:

Under the direction of Director- Maintenance Operations & Transportation, cover bus routes practicing legal and non-aggressive defensive driving practices; transport students safely and efficiently to an assigned location on a designated route; perform regular safety inspections; ensure the safety of students during transport, loading and unloading from buses. Perform a wide variety of clerical and secretarial work in support of operations and activities related to Transportation; serve as a as receptionist; answer telephones and radio calls to assist in smoother operation of transportation office.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Operate a school bus along a designated route; pick up and discharge students in accordance with time schedules; observe legal and defensive driving practices; assure compliance with applicable traffic and student transportation laws, codes and regulations.
- Maintain order and discipline among passengers on the bus in accordance with policies related to disciplining students; enforce district policies and procedures related to transportation of students.
- Monitor student activities and behavior; reports observations and/or incidents (e.g., bus stop compliance, discipline, accidents, passenger inappropriate social behavior).
- Determine appropriate action in emergency situations according to established guidelines; administer first aid to passengers as needed.
- Conduct required daily safety inspections of buses; inspect the interior, exterior and engine of buses to assure safe operational condition; report mechanical malfunctions or other problems as required.
- Maintain buses in a clean and safe operating condition; wash, sweep and clean the exterior, interior and windows of assigned buses; refuel, service and prepare vehicle for operation.
- Supervise the loading and unloading of general education students and students with special needs; assure students with special needs are seated safety and seat belts, harnesses and wheelchair clamps are secured as required.
- Provide bus evacuation and safety instruction to district staff and students.
- Load, secure, transport and unload equipment and cargo.
- Transport students, staff and parents on field trips or other events; meet scheduled departure and arrival times as assigned.
- Prepare and maintain related logs, work orders, records and reports.
- Record and submit reports on driving time, mileage, fuel and oil consumption, student counts and safety inspections.
- Operate equipment, including wheelchair lifts, tie downs, seat belts, harnesses and other adaptive equipment as necessary.
- Operate a two-way radio for bus to bus and bus to base communications.
- Attend safety meetings, in-service trainings and programs as assigned.
- Develop bus routes based on a variety of information. Identify special assignments and evaluate assignments.
- Perform a wide variety of clerical and secretarial work in support of operations and activities related to transportation; greet and assist office visitors; serve as receptionist; initiate and receive telephone calls; screen and route calls; take and relay messages; respond to inquiries and provide information related to Transportation functions, operations, policies

and procedures; invoice parents for services rendered; inventory and order materials and supplies; prepare routine correspondence; substitute or serve as coverage for other office staff.

- Operate a variety of office equipment including a computer and assigned software.
- Input a wide variety of data into an assigned computer system; create queries, orders and computerized lists, records and reports.
- Communicate with other departments, vendors and various outside agencies to exchange information, coordinate activities and resolve issues or concerns.
- Attend and participate in meetings and in-service trainings; set-up and schedule custodial and maintenance safety meetings.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Safe and defensive driving practices.
- Proper operations of school buses.
- Applicable California motor vehicle codes, Education code and State and federal traffic and student transportation laws, policies, guidelines and regulations.
- Basic first aid procedures.
- Basic record-keeping techniques.
- Applicable radio codes and proper usage of a two-way radio.
- Designated bus routes, bus stops and district traffic hazards.
- Problems and concerns of students with special needs.
- Interpersonal skills using tact, patience and courtesy.
- Modern office practices, procedures and equipment.
- Applicable laws, codes, regulations, policies and procedures.
- Record-keeping and report preparation techniques.
- Telephone techniques and etiquette.
- Oral and written communication skills.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Basic inventory techniques.

Skills/Ability to:

- Drive a school bus safely and efficiently.
- Learn and apply policies and procedures related to student discipline on buses.
- Maintain a safe discipline level among passengers.
- Observe legal and defensive driving practices.
- Learn and follow designated routes.
- Learn and interpret rules, regulations, laws and policies governing the district.
- Maintain bus in clean and proper working condition.
- Conduct safety inspections and perform routine preventive maintenance.
- Administer first aid.
- Maintain routine records.
- Understand and follow oral and written directions.
- Meet schedules and timelines.
- Operate a two-way radio.
- Perform a variety of responsible clerical and secretarial duties in support of transportation operations.
- Learn transportation terminology, practices and procedures.
- Answer telephones and greet the public courteously.
- Type or input data accurately at an acceptable rate of speed.

- Work independently with little direction.
- Understand and follow oral and written instructions.
- Meet schedules and timelines.
- Prioritize work.
- Complete work with many interruptions.
- Operate a variety of office equipment including a computer and assigned software.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED.
- Sufficient training and experience to demonstrate the knowledge and abilities listed above.

Licenses, Certifications and other Requirements:

- Valid California Class “A” or Class “B” driver’s license with a “P” endorsement.
- Valid California Class C driver’s license.
- Valid School Bus Certificate issued by the California Highway Patrol.
- Valid medical certificate.
- Valid first aid certification.
- Pre-employment drug screening.
- Pre-placement physical exam.
- Criminal justice/fingerprint clearance.
- Tuberculosis clearance.

WORKING CONDITIONS:

Work Environment:

- Indoor/outdoor/school bus environment.
- Seasonal heat and cold or adverse weather conditions.
- Evening or variable hours.
- Exposure to fumes, dust, odors, oil/grease and gases.
- Driving a vehicle to conduct work.

Physical Demands:

- Sitting for extended periods of time while operating buses.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing to open bus doors.
- Bending at the waist, kneeling or crouching to inspect and wash buses.
- Reaching overhead, above the shoulders or horizontally.
- Seeing to monitor passengers and operate a vehicle.
- Lifting, carrying, pushing or pulling adaptive equipment and students.

Hazards:

- Traffic hazards.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.



Job Description

Title: School Site Administrative Assistant	FLSA Status: Non-Exempt	Months: 10
Supervisor: School Principal	Supervises: N/A	Range: 24
Department: Clerical/Secretarial	Bargaining Unit: Classified	Approved: 12/19/2019 Revised: TBD

JOB SUMMARY:

Under general direction of the site principal, the School Site Administrative Assistant acts as a general office manager and administrative assistant to a school principal. Serves as personal/confidential secretary facilitating administrative function of the school with pupils, teachers, staff and the public; makes decisions based on sound judgment/discretion which can have a significant impact on the credibility of the school and District with the public; provides support necessary to relieve principal of clerical/administrative detail, guides the work of clerical staff, and performs other duties directly related to this job description.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- As the administrative assistant to the site Principal, serves as liaison to teachers, students, staff, and parents and performs necessary secretarial/clerical duties for other administrative personnel, teachers and support staff assigned to the school.
- Operates standard office machines, including microcomputers to perform word processing functions and to enter and extract a variety of data.
- Receives visitors, answers the telephone, provides general information, and explains rules/regulations to teachers, students, and parents.
- Composes correspondence on a wide range of subjects requiring a thorough knowledge of the policies and procedures of the school and District and types a variety of materials such as letters, memoranda, bulletins, requisitions, claims, statistical data from rough drafts, notes, or brief verbal instructions.
- Responsible for maintaining ready communications with other agencies in emergency situations.
- Receives, sorts, and distributes incoming/outgoing mail, books, and supplies, and maintains records as necessary.
- Screens and proofreads all materials from the school for adherence to the rules and regulations of the school and District.
- Maintains and monitors files which may contain information of a confidential or sensitive nature.
- Assigns, issues and inventories room and cabinet keys issued to teachers and other authorized personnel.
- Assists in making arrangements for student study trips which may include scheduling transportation.
- Responsible for school budget records and for any funds collected at the school.
- Administers first aid in absence of school nurse, LVN and/or Health Clerk, and notifies proper authorities in case of serious illness or accident.
- Prepares requisitions for purchase of materials and maintenance of buildings and grounds.

- Prepares and produces site reports such as timesheets and Extra Work Agreements.
- Prepares back-up documentation for Board agenda approval items for fundraisers, donations, assemblies, vendors, and performers that come on campus for principal to submit for approval action.
- Provides assistance and coordination to other site clerical personnel.
- Maintains School Master Calendar and generates weekly bulletins to staff. Maintains site use of facilities calendar.
- Works closely with parent teacher organization in teacher scheduling of field trips and assemblies; completes paper work to order buses.
- Orders and receives all school supplies and materials.
- Performs clerical duties for School Site Council.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

- Ability to see and read, with or without vision aids; ability to hear and understand speech at normal levels; ability to communicate so others will clearly understand normal conversation.
- Skill in demonstrating sound and independent judgment in the interpretation, application or modification of existing methods and procedures and in interpreting, applying and explaining District rules, regulations and procedures and familiarity with appropriate sections of the Education Code.
- Skill in keyboarding at a net corrected speed of **60 words per minute**; ability to compose routine and specialized correspondence, bulletins, and reports using proper grammar, spelling, and punctuation and vocabulary; ability to perform arithmetic computations; knowledge of or ability to rapidly learn pertinent district policies and procedures; knowledge of modern office organization and procedures and the use of standard office machines and equipment; knowledge of and **proficiency** in the use of Microsoft Word and Microsoft Excel software and related applications typically used in offices; proficiency in the use of microcomputers; ability to train and guide the work of others; good communication skills with ability to work courteously and effectively with parents, staff, and the general public; ability to exercise diplomacy, tact, and judgment, and to assume responsibility.
- The skills, knowledge and abilities listed above would typically be acquired through **four (4) years** (48 months within the last ten years) of full-time equivalent, paid, increasingly responsible secretarial experience. College-level training in secretarial science or business administration may be substituted for the experience requirement on a year-for-year basis.
- Secretarial or clerical experience in a school environment working with students is desirable.

Knowledge of:

- Organization and coordination of secretarial and clerical support functions in support of an assigned school office.
- Organizational operations, policies, and objectives.
- Policies and objectives of assigned programs and activities.
- Record-keeping and filing techniques.
- Business letter and report writing, editing, and proofreading.
- Telephone techniques and etiquette.

- Modern office practices, procedures, and equipment.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Interpersonal skills using tact, patience, and courtesy.
- Operation of a computer and assigned software.
- Oral and written communication skills.
- Record retrieval and storage systems.
- Mathematical calculations

Skills/Ability to:

- Perform a variety of complex secretarial and administrative assistant duties to relieve the school Principal of administrative and clerical detail.
- Plan, coordinate and organize office activities and coordinate flow of communications and information for the principal.
- Ensure smooth and efficient office operations.
- Compile and prepare comprehensive reports related to assigned duties.
- Compose effective correspondence independently.
- Type or input data accurately at an acceptable rate of speed.
- Answer telephones and greet the public courteously.
- Complete work with many interruptions.
- Maintain a variety of records, logs, and files.
- Utilize a computer to input data, maintain automated records and generate computerized reports.
- Establish and maintain cooperative and effective working relationships with others.
- Meet schedules and timelines.
- Work independently with little direction.
- Communicate effectively both orally and in writing.
- Determine appropriate action within clearly defined guidelines.
- Add, subtract, multiply, and divide with speed and accuracy

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED supplemented by college level course work in business, secretarial science, or related field.

Licenses and Other Requirements

- Successful passage of the District's Job-Related Proficiency Test.
- Valid First Aid and CPR certification within designated probationary period.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.
- Constant interruptions.
- Moderate/High Stress level.

Physical Demands:

- Manual dexterity and physical condition necessary to maintain a rigorous work schedule.
- Hearing and speaking to exchange information in person or on the telephone.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.

- Sitting, standing, and walking for extended periods of time.
- Bending at the waist, kneeling, or crouching to file and retrieve materials.
- Reaching overhead and above shoulders to retrieve supplies or records.
- Lifting, carrying, pushing, and pulling moderately heavy objects.

Hazards:

- Potential contact with blood and other body fluids.
- Hostile, angry, and aggressive individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.



Title: Extended Student Services (ESS) Site Lead	FLSA Status: Non-Exempt	Months: 12
Supervisor: Extended Student Services (ESS) Manager	Supervises: N/A	Range: 20
Department: Extended Student Services	Bargaining Unit: Classified	Approved: 12/19/2019 Revised: TBD

JOB SUMMARY:

Under general direction of the Extended Student Services (ESS) Manager and in coordination with the site Principal, the Extended Student Services (ESS) Site Lead is responsible for the before and after child care programs at a school site. Develops, plans and implements the child care program including its calendar of activities and camps, record keeping, parent communication, and staffing needs; performs other duties directly related to this position and program, often during times when other site staff employees and administrators are not present at the site.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervises children and organizes indoor/outdoor, quiet/active play and recreational activities that are appropriate to the site’s age group.
- Assures the safety and health of the student throughout the hours of program service which typically occurs when most, if not all, other school site staff and administrators are not at the site (early morning and late afternoon before and after the regular instructional day).
- Reinforces site instruction efforts for individual and groups, including those with severe physical and/or emotional/behaviorally challenged students.
- Plans, creates, organizes, purchases when needed, and sets up enrichment rotations and field trips for non-school days and camps.
- Supervises children and organizes indoor/outdoor, quiet/active play, and recreational activities that are appropriate for the site’s age group, including preparing, distributing, organizing, collecting, and storing supplies, toys, equipment, and other materials.
- Oversees, and participates in, the set up and cleaning of play areas before and after child care activities as required. to ensure safety and well-being of program participants in all settings and activities.
- Observes and controls the behaviors of children in all areas, both inside and outside according to approved procedures.
- Ensures the care and supervision of school-age children enrolled in the program, responding to their needs and issues in a patient, caring, and sensitive manner and that daily activities are delivered in a nurturing environment with positive emotional support, a friendly attitude, and modeling of good behavior.
- In cases of students with special needs, ensures that staff member assigned by Special Education, or other ESS staff personnel, follow doctor’s order for eating and feeding activities.
- Provides medical assistance and health care to students as assigned by the position; administer first aid and CPR according to established procedures as needed; assist with or notify appropriate personnel or outside agencies of emergency medical conditions such as seizures and other serious medical conditions; administer medication according to physician instructions or established procedures; respond to students with seizures or other medical conditions in need of

monitoring, specialized response protocols or instructed interventions for their participation in program.

- Assists students with performing and developing self-help skills.
- Is responsible for snack and meal requirements and supervises same, including serving meals in the absence of food service workers; monitors for students with known food allergies.
- Maintains necessary files inventories and records; compiles data for statistical and operational reports some of which may contain information of a confidential or sensitive nature.
- Sets work schedules of assigned staff and determines staffing recommendations for staffing needs; provides staff development activities as needed including for both academic year and vacation camp programs.
- Authorizes expenditures subject to District directives.
- Serves as liaison to parent advisory groups, meets with site Principal as necessary and explains program to parents and community.
- Communicates with teachers, case managers, staff, administrators, and others to exchange information and resolve issues or concerns related to student activities and behaviors.
- Maintains compliance with court orders regarding child custody, restraining orders, and/or visitation schedules when properly informed.
- Receives visitors, answers the telephone, provides general information, and explains rules/regulations to teachers, students, and parents.
- Composes correspondence on routine topics that facilitate communication with parents and other program stakeholders; as needed; types materials such as letters, memoranda, bulletins, requisitions, claims, statistical data from rough drafts, notes, or brief verbal instructions.
- Presents program information at kindergarten orientation and Extended Student Services registrations, enrolling families according to State guidelines and District policies.
- Addresses behavioral issues and resolves conflicts, both of which may result in referral to administrators and communication with parents, and that may involve suspensions from the program or other discipline. Enforces on behalf of program management any adverse actions which may have been imposed.

OTHER DUTIES

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- General concepts of child growth and development and behavior characteristics.
- Skill and knowledge of before school/after school child care programs.
- Planning, organization, coordination, and implementation of the Extended Student Services programs, activities, and services.
- Student instructional and recreational activities, including before and after school programs.
- Principles and practices of training and providing work direction.
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.
- Applicable laws, codes, regulations, policies, and procedures.

- Basic instructional methods and techniques.
- Student growth, development, and behavior management.
- Community service organizations.
- Oral and written presentations techniques.
- Safely handles all bodily fluids and treats them as infectious.

Skills/Ability to:

- See and read, with or without vision aids; ability to hear and understand speech at normal levels; ability to communicate so others will clearly understand normal conversation.
- Maintain standard record keeping systems and records, files, and budget.
- Exercise good judgment and carry out oral and/or written instructions.
- Demonstrate an understanding, patient, warm and receptive attitude toward children.
- Establish and maintain cooperative working relationships with those contacted in the course of work.
- Provide guidance and coordinate assigned school site ESS personnel.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Accurately maintain standard record keeping systems, files, and budgets.
- Learn policies, program, and grant requirements and apply them with good judgment in a variety of procedural situations.
- Work independently and constructively; contribute to a collaborative team.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED.
- 15 units any related area of study with 3 units of administration.
Work experience in childcare, middle school education or recreation can be substituted for education, i.e., 1 semester unit equals 60 hours, or 1 quarter unit equals 40 hours
- One year experience working with children in an organized or learning environment including some experience conducting educational program activities.

Licenses, Certifications, and other Requirements:

- Valid Class C California Driver's License.
- First Aid and CPR certification
- Pass the Instructional Assistant Proficiency Test

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor school environment.
- Constant interruptions.
- Daily contact with children, parents, school, and District staff.
- Occasional contacts with community members and outside agency personnel.

Physical Demands:

- Dexterity of hands and fingers to operate standard office equipment.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.

- Light to moderate physical effort standing and/or walking for extended periods of time.
- Light to moderate lifting and moving instructional materials and equipment.

Hazards:

- Potential contact with dissatisfied or abusive individuals.
- Potential contact with blood and other bodily fluids.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.



Job Description

Title: Administrative Support Specialist - ESS / LEAPP	FLSA Status: Non-Exempt	Months: 12
Supervisor: Extended Student Services (ESS) Manager	Supervises: N/A	Range: 27
Department: ESS Office	Bargaining Unit: Classified	Approved: 12/19/2019 Revised: TBD

JOB SUMMARY:

Under the direction of Extended Student Services (ESS) Manager, perform a wide variety of technical accounting duties related to the accurate processing of program billings, attendance and accounts receivable; recording, updating and/or reconciling fiscal information; and providing instructions and/or accounting support to other personnel in accordance with established financial practices for ESS and LEAPP/State Preschool programs; maintain and document data for a variety of grants and government alternative payment programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist the ESS/LEAPP/State Preschool program managers by providing feedback in the preparation, analysis and alignment of the program’s budget including assigned tuition and grant budgets to keep remaining balances positive, review budgets to ensure correct charges for staffing and for grant spending compliance.
- Maintain student/parent data in computer billing program for all tuition based ESS and LEAPP/State Preschool family accounts, including producing statements, crediting or debiting accounts as necessary, posting program charges, monitoring past due accounts, collection of returned items on accounts, and provide communication to responsible parties of said accounts.
- Monitor account balances and related financial activity for a variety of programs (e.g., ESS, ASES Grant, Tuition Programs, LEAPP/State Preschool, County Alternative Payment Programs, on-line direct deposits); ensures allocations are accurate and expenses are within budget limits and/or fiscal practices and information is reported directly to the program manager.
- Maintain, audit, and reconcile assigned accounts; assemble, match, sort, tabulate, check and post a variety of financial and statistical program data; review, adjust and assure the accuracy of data entries; balance and adjust accounts.
- Respond to verbal and written inquiries from a variety of sources; resolve problems, provide information, and/or refer to appropriate personnel.
- Collaborate with site personnel on attendance accounting procedures and system; ensure the accuracy of attendance accounting information; communicate program specifics in the absence of Extended Student Services Manager.
- Maintain a wide variety of manual and electronic financial information, files, and records (e.g., participant attendance, billing support) provide an up-to-date reference and audit trail.
- Assist in registration documentation of all ESS and LEAPP/State Preschool Programs (i.e. annual registration packets, various non-school day/week camp forms, monitors district website for ESS and LEAPP/State Preschool)
- Input and submit data for authorization, and rectifies purchase orders established for the operation of ESS and LEAPP/State Preschool Programs including program purchases, outside vendors, set up of offsite activities.
- Creates, types, and inputs a variety of accounting and financial data into assigned computer systems, including current program billing; maintains supporting documents and other electronic and manual files as needed.
- Maintain and inventory supplies and equipment.

- Reconcile financial deposits to all ESS and LEAPP/State Preschool programs using a deposit recap system by receiving, verifying, and crediting family ledgers.
- Receive, code, and verify incoming monies; prepare and process receipts; reconcile cash accounts; prepares, receives, and processes deposits; check money totals against receipts and invoices to assure accuracy; reconcile account balances; prepare invoices and arranges for billings as directed.
- Deposit monies to current program bank and send audited breakdown of account credits to district business office.
- Verify month's credits and debits through bank statement and forward information to business office.
- Research discrepancies of financial information and/or documentation to ensure accuracy and adhering to procedures prior to processing bank deposits.
- Process a variety of fiscal information (e.g., childcare verifications, program fees, alternative payment documentation; update information and/or ensuring compliance with accounting requirements and as needed through parent request.
- Participate as requested in annual audit of monies deposited to program as well as, district audits regarding grant program compliance; Assist external auditors and LUSD business office by compiling requested records and coordinating various audit activities; provide required information to address audit requirements.
- Type and input revenue and other financial data into an assigned computer system; maintain automated financial and statistical records and files; generate and distribute computerized reports and financial statements.
- Research, compiles, prepare, and revises accounting data regarding assigned accounts; prepares and maintains a variety of auditable financial records, reports and files related to accounts, participant attendance, billing support, income, statements and assigned activities.
- Greets and assists visitors; initiates and receives telephone calls and emails; provide technical information and interpretation concerning policies and procedures of ESS and LEAPP/State Preschool assigned programs and information on alternate pay options.
- Operates a variety of office equipment including a calculator, computer and assigned software.
- Communicate with personnel, parents, vendors, and various outside agencies to exchange information, coordinate activities and programs and resolve issues or concerns.
- Attend and participate in a variety of meetings and in-service training; provide meeting updates and documentation to program support staff.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- General accounting, budget, and business functions of an educational program.
- Preparation, review, and control of assigned budgets and accounts.
- Applicable laws, codes, regulations, policies, and procedures of assigned program.
- Financial and statistical record-keeping techniques.
- Telephone techniques and etiquette.
- Preparation of financial and accounting reports.
- Preparation, review, and control of assigned accounts.
- Data control procedures and data entry operations.
- Policies and objectives of assigned programs and activities.
- Use and processing of checks, invoices, pay warrants, and related documents.
- Cash handling and reconciliation.

- General accounting and business functions of an educational organization.
- Interpersonal skills using tact, patience, and courtesy.
- Oral and written communication skills.
- Modern office practices, procedures, and equipment.
- Arithmetic computations.

Skills/Ability to:

- Perform a variety of technical accounting duties in support of accounts receivable functions.
- Receive, verify, and process incoming monies and deposits.
- Assist in assuring accurate and timely receipt of owed monies.
- Utilize an assigned computer system to input data, maintain automated records and generate computerized reports.
- Maintain accurate financial and statistical records.
- Learn District ESS and LEAPP/State Preschool program policies and procedures.
- Prepare and evaluate comprehensive accounting reports.
- Check money totals against receipts and invoices to assure accuracy.
- Prepare invoices and arrange for billings as directed.
- Answer telephones and greet the public courteously.
- Identify, investigate, and resolve financial errors and discrepancies.
- Assemble, organize, and prepare data for records and reports.
- Compare numbers and detect errors efficiently.
- Reconcile and balance assigned accounts.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively both orally and in writing.
- Operate standard office equipment including a computer and assigned software.
- Complete work with many interruptions.
- Make arithmetic computations with speed and accuracy.
- Meet schedules and timelines.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED supplemented by college-level coursework in accounting or related field.
- Two years clerical accounting experience including work with accounts receivable functions.

Licenses and Other Requirements

None specified.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office Environment.

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting for extended periods of time.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.



Job Description

Title: Student Data and Administrative Support Specialist	FLSA Status: Nonexempt	Months: 12
Supervisor: Assistant Superintendent – Educational Services	Supervises: N/A	Range: 30
Department: Educational Services	Bargaining Unit: Classified	Approved: 12/19/2019 Revised: TBD

JOB SUMMARY:

Under the direction of Assistant Superintendent, Educational Services, perform responsible data support, maintenance, and reporting for the District’s student information and CALPADS (California Longitudinal Pupil Achievement Data System) requirements; provides clerical and administrative assistant support to relieve the Assistant Superintendent of a variety of administrative details; interpreting and explaining policies and regulations to officials, staff, and the public; plan, coordinate, and organize office activities and flow of communications; enter data into computerized systems for the purpose of verifying accuracy; prepare data for statistical analysis and incorporating information in written reports.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Ensures the accuracy, reliability, and integrity of data relating to student information and required for meeting State student data reporting requirements (currently known as CALPADS) and serves as the District’s trained system expert of this critical data and information reporting system.
- Prepare for District-wide student information system reports utilizing appropriate assigned software (such as Illuminate); prepare State District reports conforming to State requirements (for example CALPADS); provide administrative system support and maintenance of various databases and software (such as currently ISI, CALPADS, CAASPP, both Interim and SBAC); create and provide standard and custom data and enrollment reports to various District departments as requested.
- Enter a wide variety of data into an assigned computer system; maintain automated files and records; create queries and generate a variety of computerized lists and reports; verify accuracy; prepare data for statistical analysis; incorporate information in written reports as required; disseminate various reports and queries to administrative staff.
- Access computerized tools to build complex, highly focused queries, stored procedures, views, and pivot tables; sort data and generate reports in both electronic and printed formats.
- Utilize the student information systems software to ensure compliance with District and state reporting procedures; identify and correct inaccurate, inconsistent or incomplete data to ensure integrity and security of data from all users in District.
- Communicate with other departments, administrators, and outside agencies to coordinate activities, exchange information, and resolve issues or concerns; collaborate with surrounding districts for resolutions to student data reporting (e.g., currently CALPADS); communicate corrections to specific users for consistency and assist with training when necessary to meet procedures and reporting requirements.
- Perform highly responsible and complex administrative duties to support the Assistant Superintendent, Educational Services; plan, coordinate and organize office and department activities and flow of communications; plan, organize and participate in the maintenance of

student demographic data in a relational database for enrollment, school boundaries and other related information.

- Prepare draft and final reports for District and school sites, by researching, analyzing, and summarizing information and data from various sources required by District, Educational Services department, County, State, and federal agencies; maintain student demographic data in a relational database for enrollment, school boundaries and other related information; plan and follow up to ensure that functional deadlines are met.
- Compose a wide variety of correspondence independently on behalf of the Assistant Superintendent; compile and prepare various letters, forms, memos, requisitions, purchase orders, contracts, statistical data, lists and other materials as assigned; ensure accuracy of input and output data; ensure timely distribution and receipt of a variety of records and reports; prepare, format, edit, proofread, and revise written materials.
- Respond to requests, complaints and questions from District administrators, staff, parents and the public representing the Assistant Superintendent by phone and written communication; interpret policies and regulations to officials, staff and the public; obtain and provide information to staff and the public where judgment, knowledge and interpretation of policies and regulations and organizational functions and programs are required; perform research as needed to assist with responses to grievances and legal issues.
- Monitor and maintain designated Educational Services budgets and ensure assigned accounts are accurate and expenditures are within federal or State requirements; process requisitions, travel authorizations, time sheets and reimbursements; initiate budget transfers as directed; assist Assistant Superintendent with development of the Division budget; complete and submit State and federal reports associated with special funding sources such as the current Title I, II, III and VI funding. Assist with reviewing and revising Educational Services Division policies, regulations and procedures as needed.
- Coordinate and schedule various appointments and meetings; make travel arrangements as assigned; reserve facilities as assigned; maintain and coordinate the Assistant Superintendent's calendar; prepare and disseminate calendar of events; coordinate and arrange special events and activities for the Assistant Superintendent.
- Prepare Board of Education agenda items as directed; prepare Assistant Superintendent's cabinet agenda items and distribute minutes to appropriate personnel; prepare related contracts and signatures for board items according to established procedures.
- Prepare and maintain a variety of complex lists and records related to division information, personnel, financial activity and assigned duties; establish and maintain filing systems.
- Operate and maintain a variety of office equipment including a calculator, copier, fax machine, computer and assigned software

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Functions and secretarial operations of an administrative office.

- Student Information Systems (such as CALPADS, Illuminate and related reporting systems).
- Organizational operations, policies, and objectives.
- Applicable laws, codes, regulations, policies, and procedures.
- Modern office practices, procedures, and equipment.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Budgeting practices regarding monitoring and control.
- Methods of collecting and organizing data and information.
- Business letter and report writing, editing, and proofreading.
- Basic public relations techniques.
- Operation of an assigned computer and assigned software.

Skills/Ability to:

- Perform highly responsible and confidential secretarial and administrative assistant duties to relieve the Assistant Superintendent, Educational Services of a variety of administrative details.
- Interpret, apply, and explain laws, codes, rules, regulations, policies, and procedures.
- Plan, coordinate and organize office activities and flow of communications and information for the Assistant Superintendent, Educational Services.
- Organize complex material and summarize discussions and actions taken in report form.
- Compile and prepare comprehensive reports concerning a broad spectrum of subject matter.
- Compose effective correspondence independently.
- Maintain a variety of complex and confidential files and records.
- Ensure efficient and timely completion of office and program projects and activities.
- Understand and resolve issues, complaints, or problems.
- Type or input data accurately at an acceptable rate of speed.
- Operate a variety of office equipment including a computer and assigned software.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work.
- Meet schedules and time lines.
- Prioritize and schedule work.
- Work independently with little direction.
- Work confidentially with discretion.
- Communicate effectively both orally and in writing.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school supplemented by college-level course work in secretarial science or related field.
- Five years of increasingly responsible clerical or administrative assistant experience.

Licenses and Other Requirements

Successful passage of the District's Job-Related Proficiency Test.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office Environment.
- Constant interruptions

Physical Demands:

- Hearing and speaking to exchange information in person or on the telephone.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling, or crouching to file materials.
- Reaching overhead, above the shoulders and horizontally to file and retrieve materials.
- Lifting and carrying light objects.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: OCTOBER 12, 2023

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 09/01/2023 – 09/30/2023

Background (Describe purpose/rationale of the agenda item):

This is a required monthly report - per Board Policy #3300, "the Governing Board shall review all warrants issued by the district at their monthly Board meeting".

Fiscal Impact (Cost):

\$2,862,846.71

Funding Source:

General, ASB, Child Development, Child Nutrition, Bond, & Charter Schools (Barona, RVCS)

Addresses Emphasis Goal(s):

#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

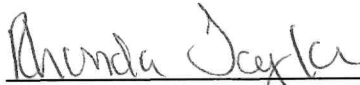
Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	014698	PROJECT LEAD THE WAY	9/18/2023	PLTW	950.00
0100	14057572	AMAZON CAPITAL SERVICES, INC.	9/5/2023	SUPPLIES	6314.33
0100	14057573	AMERICAN FIDELITY ADMIN. SERVICES, LLC	9/5/2023	ACA Reporting Services	3375.45
0100	14057576	BEVERLY JIMENEZ	9/5/2023	CONFERENCE	201.88
0100	14057577	RON COOK	9/5/2023	VIDEOGRAPHY	1450.00
0100	14057578	CORODATA SHREDDING, INC.	9/5/2023	SHREDDING SERVICE	234.00
0100	14057579	CURRIER & HUDSON	9/5/2023	LEGAL	9496.08
0100	14057580	DARIN CURTIS	9/5/2023	Summer Academy Materials & Sup	359.78
0100	14057581	ESGI	9/5/2023	ESGI 12-MONTH LICENSE	8880.00
0100	14057582	EYE PHONE CITY	9/5/2023	TECH Inst Service/Repair (0000	2720.51
0100	14057583	KELLY GILBERT	9/5/2023	SUPPLY REIMBURSEMENT	117.34
0100	14057584	IMPERIAL SPRINKLER SUPPLY, INC.	9/5/2023	Maintenance Supplies	164.72
0100	14057586	HEGGERTY PHONEMIC AWARENESS	9/5/2023	CURRICULUM	1168.56
0100	14057587	McGRAW-HILL SCHOOL EDUCATION HOLDINGS	9/5/2023	CURRICULUM	17828.45
0100	14057588	KIM MESSINA	9/5/2023	SHOW CHOIR REIMBURSEMENT	136.15
0100	14057590	OFFICE DEPOT, INC.	9/5/2023	OFFICE SUPPLIES	2240.76
0100	14057591	EMILY OKERLUND	9/5/2023	CONFERENCE	218.88
0100	14057594	ROADONE	9/5/2023	M&O Service/Repair	675.00
0100	14057595	COUNTY OF SAN DIEGO	9/5/2023	ANNUAL SEWER CHARGE	3845.64
0100	14057596	COUNTY OF SAN DIEGO	9/5/2023	ANNUAL SEWER CHARGE	36708.73
0100	14057597	SCHOLASTIC INC	9/5/2023	SCHOLASTIC 23/24	2556.66
0100	14057598	SCHOOL SPECIALTY, INC	9/5/2023	SUPPLIES	4386.41
0100	14057599	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/5/2023	SUPPLIES	1587.65
0100	14057600	T-MOBILE	9/5/2023	District HotSpots	1640.00
0100	14057601	TRAFFIC TECH	9/5/2023	TDS STAFF PARKING LOT STENCIL	750.00
0100	14057602	UNION TRIBUNE PUBLISHING CO.	9/5/2023	GEM Ind Electric, Classified L	1513.76
0100	14058495	Jodi Denise Stein	9/7/2023	SUPPLY REIMBURSEMENT	144.34
0100	14058496	AMAZON CAPITAL SERVICES, INC.	9/7/2023	SUPPLIES	150.88
0100	14058498	SUZANNE BASS	9/7/2023	SUPPLY REIMBURSEMENT	141.68
0100	14058500	CASTO Chapter 3	9/7/2023	Chapter 3 Rodeo Workshop	90.00
0100	14058501	LEONARD CORREIA	9/7/2023	SUPPLY REIMBURSEMENT	185.78
0100	14058504	DAVE BANG ASSOCIATES INC OF CA	9/7/2023	REPLACEMENT SWINGS	25468.92
0100	14058505	DION & SONS, INC.	9/7/2023	FUEL	4466.98
0100	14058507	DANA DUBY	9/7/2023	SUPPLY REIMBURSEMENT	52.27
0100	14058508	EDCO DISPOSAL CORPORATION	9/7/2023	GARBAGE AND RECYCLING	6563.29
0100	14058509	REECE PLUMBING	9/7/2023	Maintenance Supplies	315.77
0100	14058512	PAULA GILCHRIST	9/7/2023	SUPPLY REIMBURSEMENT	71.28
0100	14058513	GRAINGER	9/7/2023	Maintenance Supplies	1133.00
0100	14058514	HAWTHORNE RENT-IT SERVICE	9/7/2023	M&O Equipment Rentals	978.17
0100	14058515	BRAD LAPPIN	9/7/2023	SUPPLY REIMBURSEMENT	23.68
0100	14058516	NATIONAL CONSTRUCTION RENTALS, INC.	9/7/2023	EQUIPMENT RENTAL	612.48

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14058518	SCHOOL SPECIALTY, INC	9/7/2023	CLASS SUPPLIES	3143.83
0100	14058519	dba STS EDUCATION	9/7/2023	YUBICO SECURITY KEY	22100.00
0100	14058522	BORDER RECAPING, LLC	9/7/2023	MOT SUPPLIES	476.95
0100	14058523	SHAWN WILLIAMS	9/7/2023	SUPPLY REIMBURSEMENT	26.88
0100	14059563	Foundation for Educational Administ	9/11/2023	2023-24 ACSA MEMBERSHIP, LISA	1657.44
0100	14059566	CRISP ENTERPRISES, INC./CRISP IMAGING	9/11/2023	PRINTING	513.81
0100	14059567	BRANDY DELYSER	9/11/2023	SUPPLY REIMBURSEMENT	147.50
0100	14059568	TIMOTHY D ARMSTRONG	9/11/2023	13OZ HEAVYWEIGHT EXTERIOR BANN	129.30
0100	14059574	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	9/11/2023	COPIER LEASE	355.78
0100	14059575	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	9/11/2023	COPY CHARGES	246.88
0100	14059576	LEO'S LAKESIDE PHARMACY	9/11/2023	EPIPEN PACK	612.31
0100	14059577	MANDARIN MATRIX INC	9/11/2023	STUDENT ACCOUNT STANDARD \$75 E	14000.00
0100	14059578	NATIONAL CONSTRUCTION RENTALS, INC.	9/11/2023	2 Station Restroom Trailer Ren	2284.88
0100	14059579	NEARPOD INC.	9/11/2023	NEARPOD PREMIUM PLUS SCHOOL	5200.00
0100	14059580	JESUS OCHOA	9/11/2023	SUPPLY REIMBURSEMENT	105.64
0100	14059581	O'REILLY AUTO PARTS	9/11/2023	Maintenance Supplies	484.62
0100	14059582	NICHOLE PAUKOVITS	9/11/2023	SUPPLY REIMBURSEMENT	33.69
0100	14059583	RAYNE OF SAN DIEGO	9/11/2023	WATER	72.00
0100	14059584	LAKESIDE UNION SCHOOL DISTRICT	9/11/2023	REVOLVING CASH	2906.93
0100	14059585	ROCKETPD	9/11/2023	MASTER CHATGPT (AND OTHER AI T	895.00
0100	14059586	SMART & FINAL	9/11/2023	SUPPLIES	324.28
0100	14059588	LOEWY ENTERPRISES/SUNRISE PRODUCE CO	9/11/2023	CN Produce	8916.65
0100	14059589	VAN ALLAN COMMUNICATIONS	9/11/2023	PRESENTER	6579.95
0100	14059590	WILMA WARD	9/11/2023	SUPPLY REIMBURSEMENT	52.73
0100	14059591	WELLS FARGO VENDOR FINANCIAL SERVICES	9/11/2023	LC Copier Lease	5516.11
0100	14059592	SHAWN WILLIAMS	9/11/2023	SUPPLY REIMBURSEMENT	6.50
0100	14060631	TAMARA VICTORIA DRAKE	9/14/2023	CONFERENCE	165.58
0100	14060634	AAA WATER TENDER	9/14/2023	M&O Parts/Supplies	64.60
0100	14060635	AMPLIFY EDUCATION, INC.	9/14/2023	DESMOS MATH STUDENTS LICENSES	10800.00
0100	14060636	AGRICULTURAL PEST CONTROL	9/14/2023	M&O Parts/Supplies	3130.00
0100	14060637	ALBERTSONS	9/14/2023	ASES LC	334.89
0100	14060638	ALLIED REFRIGERATION INC	9/14/2023	M&O Parts/Supplies	657.50
0100	14060640	ARTS ATTACK	9/14/2023	MEMBERSHIP: 5-YR. MEMBERSHIP A	5580.00
0100	14060641	AT&T	9/14/2023	PHONE SERVICE	2791.05
0100	14060642	EVY BACA	9/14/2023	TRAINING	53.84
0100	14060645	MIKE BISHOP	9/14/2023	SUPPLIES	204.84
0100	14060646	CASBO	9/14/2023	TRAINING	470.00
0100	14060648	CLARK SECURITY PRODUCTS	9/14/2023	Maintenance Supplies	1028.10
0100	14060649	COOLE SCHOOL	9/14/2023	PLANNERS	1900.00
0100	14060650	LEONARD CORREIA	9/14/2023	CONFERENCE	72.84
0100	14060651	dba CONNECT4KIDS PSYCHOLOGICAL SERVICES,	9/14/2023	CONNECT4KIDS INVOICE# 2343	2640.00

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14060652	CRISP ENTERPRISES, INC./CRISP IMAGING	9/14/2023	PRINTING	65.67
0100	14060653	DANNIS WOLIVER KELLEY	9/14/2023	Charter Legal Fees	1664.00
0100	14060654	DANIELLE CLARK	9/14/2023	REIMBURSEMENT	65.00
0100	14060655	CAL PACIFIC TRUCK CENTER, LLC	9/14/2023	TRANS SPED Service/Repair (w/	90.63
0100	14060656	EAST PENN MFG CO	9/14/2023	TRANS Gen Ed Supplies	809.07
0100	14060657	EDCO DISPOSAL CORPORATION	9/14/2023	GARBAGE AND RECYCLING	1231.44
0100	14060658	EL CAJON FORD	9/14/2023	M&O Parts/Supplies	233.59
0100	14060659	ELEVATOR PROFESSIONALS INC.	9/14/2023	M&O Services	520.00
0100	14060661	EASY ICE	9/14/2023	ESS REPAIRS & SERVICE ICE MACH	312.69
0100	14060662	EWELL EDUCATIONAL SERVICES, INC.	9/14/2023	SCAN SHEETS, ENTRY FEES	329.00
0100	14060663	REECE PLUMBING	9/14/2023	Maintenance Supplies	617.66
0100	14060664	FERGUSON ENTERPRISES, INC	9/14/2023	MOT SUPPLIES	33.32
0100	14060666	KAREN GALVEZ DAVILLA	9/14/2023	CONFERENCE	72.84
0100	14060667	DELANEY GARLIN	9/14/2023	SCHOOL SUPPLIES	50.29
0100	14060668	GRAINGER	9/14/2023	Maintenance Supplies	581.74
0100	14060670	DAYNAH HOOPER-ROBLEDO	9/14/2023	REIMBURSEMENT	207.83
0100	14060672	JASON JUSTESON	9/14/2023	REIMBURSEMENT	203.82
0100	14060673	JUPITER ED, INC.	9/14/2023	GRADE PROGRAM	3092.05
0100	14060674	MICHAELLE KING	9/14/2023	TRAINING	72.84
0100	14060675	LAKESIDE WATER DISTRICT	9/14/2023	MONTHLY WATER	1508.46
0100	14060676	LEADER SERVICES	9/14/2023	SPED Medi-Cal Reporting	1085.66
0100	14060677	AUDREY LENT	9/14/2023	CONFERENCE	898.13
0100	14060680	NTP, INC.	9/14/2023	M&O Services	380.00
0100	14060681	LAW OFFICE OF MEAGAN NUNEZ	9/14/2023	LAW OFFICE OF MEAGAN NUNEZ INV	21000.00
0100	14060682	OFFICE DEPOT, INC.	9/14/2023	SUPPLIES	97.05
0100	14060683	DAVIS CONSULTING CORPORATION	9/14/2023	MANAGEMENT SUPPORT PERIOD OF J	1085.00
0100	14060684	PAYTON'S TRUE VALUE HARDWARE	9/14/2023	Custodial Supplies	1497.86
0100	14060685	RAYNE OF SAN DIEGO	9/14/2023	TDS Base Admin	33.00
0100	14060686	CENTER FOR RESPONSIVE SCHOOLS, INC.	9/14/2023	Virtual: Condensed half-day co	3900.00
0100	14060687	ALEXIS ROGERS	9/14/2023	REIMBURSEMENT	9.98
0100	14060688	AYMARA AHUMADA RUIZ	9/14/2023	CONFERENCE	83.32
0100	14060690	SAN DIEGO FENCE COMPANY	9/14/2023	Maintenance Supplies	61.83
0100	14060691	SCHOOL FACILITY CONSULTANTS	9/14/2023	Modernization Consultant	1375.00
0100	14060692	SHRED IT	9/14/2023	SHREDDING SERVICE	304.30
0100	14060693	SMART & FINAL	9/14/2023	SUPPLIES	444.58
0100	14060694	KRISTIN SMITH	9/14/2023	REIMBURSEMENT	80.95
0100	14060695	PATRICIA SMITH	9/14/2023	TRAINING	76.50
0100	14060696	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/14/2023	SUPPLIES	284.65
0100	14060697	STARFALL EDUCATION	9/14/2023	School membership for Starfall	355.00
0100	14060699	SYCAMORE LANDFILL	9/14/2023	M&O Services	630.64
0100	14060700	THE STEPPING STONES GROUP, LLC	9/14/2023	SERVICES	6275.50

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14060702	VALLEY INDUSTRIAL SPECIALTIES, INC.	9/14/2023	Maintenance Supplies	83.63
0100	14060703	WAXIE SANITARY SUPPLY	9/14/2023	Custodial Supplies	4698.66
0100	14060704	WELLS FARGO VENDOR FINANCIAL SERVICES	9/14/2023	COPIER LEASE	106.82
0100	14060705	ASHLEY WHITMORE	9/14/2023	REIMBURSEMENT	102.22
0100	14062217	ALBERTSONS	9/18/2023	SUPPLIES	40.36
0100	14062218	AMAZON CAPITAL SERVICES, INC.	9/18/2023	SUPPLIES	9699.20
0100	14062220	ASELTINE SCHOOL	9/18/2023	TUITION	5852.55
0100	14062221	MATH TRANSFORMATIONS	9/18/2023	Curriculum Roadmap Development	92200.00
0100	14062223	CINTAS CORPORATION	9/18/2023	UNIFORMS	954.40
0100	14062224	CORODATA SHREDDING, INC.	9/18/2023	SHREDDING SERVICE	34.00
0100	14062225	DATEL SYSTEMS INCORPORATED	9/18/2023	CISCO SMARTNET	6769.00
0100	14062226	EXPLORE LEARNING LLC	9/18/2023	GIZMOS	2760.00
0100	14062227	HOME DEPOT CREDIT SERVICES	9/18/2023	SUPPLIES	4168.09
0100	14062228	IDENT-A-KID SERVICES OF AMERICA, INC.	9/18/2023	VISITOR MANAGEMENT SYSTEM	6255.00
0100	14062229	IMPERIAL SPRINKLER SUPPLY, INC.	9/18/2023	Maintenance Supplies	15.58
0100	14062230	INSTITUTE FOR EFFECTIVE EDUCATION	9/18/2023	EDUCATION	79.60
0100	14062231	LEXIA LEARNING SYSTEMS LLC	9/18/2023	REWARDS SECONDARY	409.69
0100	14062232	MOVING MINDS	9/18/2023	SUPPLIES	4349.06
0100	14062234	OFFICE DEPOT, INC.	9/18/2023	OFFICE SUPPLIES	92.22
0100	14062236	SAFETY-KLEEN SYSTEMS, INC.	9/18/2023	MOT SUPPLIES	785.20
0100	14062237	SAN DIEGO GAS & ELECTRIC	9/18/2023	GAS AND ELECTRIC	57158.47
0100	14062238	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/18/2023	SUPPLIES	2244.56
0100	14062241	VERIZON WIRELESS	9/18/2023	CELL SERVICE	1679.15
0100	14063292	Kimberly A Minden	9/21/2023	REIMBURSEMENT	43.13
0100	14063294	5 - STAR STUDENTS	9/21/2023	PLATINUM PACKAGE SMALL SCHOOL	2650.00
0100	14063295	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	9/21/2023	LEGAL FEES	2260.00
0100	14063296	AAA WATER TENDER	9/21/2023	M&O Parts/Supplies	378.63
0100	14063298	ALBERTSONS	9/21/2023	SUPPLIES	137.25
0100	14063299	AMERICAN FIDELITY ADMIN. SERVICES, LLC	9/21/2023	ACA Reporting Services	1294.20
0100	14063300	A-Z BUS SALES INC.	9/21/2023	TRANS SPED Supplies	232.86
0100	14063301	AZUMA TECH SYSTEMS INC.	9/21/2023	DISTRICT WIDE FIRE ALARM TESTI	9500.00
0100	14063303	LUCRETIA BROWNING	9/21/2023	REIMBURSEMENT	43.46
0100	14063304	CALIFORNIA ASSN OF FEDERALLY (CAFIS)	9/21/2023	CAFIS MEMBERSHIP DUES 2023-24	72.00
0100	14063308	LEAH CELESTE	9/21/2023	REIMBURSEMENT	47.50
0100	14063310	CLIMATEC, INC.	9/21/2023	ESSER (HVAC only)	932562.00
0100	14063311	COX COMMUNICATIONS	9/21/2023	INTERNET	3154.64
0100	14063312	CRISP ENTERPRISES, INC./CRISP IMAGING	9/21/2023	PRINTING	820.80
0100	14063313	CURRICULUM ASSOCIATES LLC	9/21/2023	CURRICULUM	424.90
0100	14063314	DEPARTMENT OF JUSTICE	9/21/2023	HR Fingerprinting	1253.00
0100	14063315	DION & SONS, INC.	9/21/2023	FUEL	4841.48
0100	14063316	EDCO DISPOSAL CORPORATION	9/21/2023	GARBAGE AND RECYCLING	452.40

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14063317	REECE PLUMBING	9/21/2023	Maintenance Supplies	614.13
0100	14063318	FONDA TRIPP	9/21/2023	CONFERENCE	647.82
0100	14063319	GENERATION GENIUS, INC.	9/21/2023	GENERATION GENIUS CLASS LICENS	474.00
0100	14063320	GOPHER SPORT	9/21/2023	SPORTS EQUIPMENT	4548.56
0100	14063321	MGT OF AMERICA, LLC	9/21/2023	SERVICES	16000.00
0100	14063322	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	9/21/2023	LV Copier Lease	624.81
0100	14063323	LEXIA LEARNING SYSTEMS LLC	9/21/2023	LEXIA ENGLISH LIVE ONLINE	6868.00
0100	14063324	HEGGERTY PHONEMIC AWARENESS	9/21/2023	HEGGERTY-500022	267.00
0100	14063325	LYNN'S LOCKSMITH SERVICE	9/21/2023	M&O Services	55.21
0100	14063326	MARENEM INC	9/21/2023	SECRET STORIES-2018 DECO KIT	479.60
0100	14063327	MISSION FEDERAL CREDIT UNION	9/21/2023	P CARDS	15300.70
0100	14063328	OFFICE DEPOT, INC.	9/21/2023	OFFICE SUPPLIES	79.21
0100	14063329	PEPSI-COLA	9/21/2023	LC Lottery Admin	230.64
0100	14063330	BRENDA POTTS	9/21/2023	REIMBURSEMENT	21.70
0100	14063333	SAN DIEGO GAS & ELECTRIC	9/21/2023	GAS AND ELECTRIC	107619.38
0100	14063334	SCHOOL SPECIALTY, INC	9/21/2023	CLASSROOM SUPPLIES	721.61
0100	14063335	SHRED IT	9/21/2023	SHREDDING SERVICE	219.65
0100	14063336	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/21/2023	SUPPLIES	81.85
0100	14063337	SPARKLETTES	9/21/2023	WATER SERVICE	485.09
0100	14063338	ASHLEY STREET	9/21/2023	REIMBURSEMENT	151.41
0100	14063340	U.S. BANK EQUIPMENT FINANCE	9/21/2023	COPIER LEASE	156.80
0100	14063341	WAXIE SANITARY SUPPLY	9/21/2023	Custodial Supplies	1319.64
0100	14063342	WELLS FARGO VENDOR FINANCIAL SERVICES	9/21/2023	COPIER LEASE	720.69
0100	14064885	ALBERTSONS	9/25/2023	SUPPLIES	124.88
0100	14064886	ALLIED REFRIGERATION INC	9/25/2023	M&O Parts/Supplies	842.87
0100	14064887	RON COOK	9/25/2023	VIDEOGRAPHY	1050.00
0100	14064888	CURRICULUM ASSOCIATES LLC	9/25/2023	CURRICULUM	256.58
0100	14064889	NO TEARS LEARNING INC.	9/25/2023	SERVICES	904.81
0100	14064891	LEAH HOPKINS	9/25/2023	LH TK Reinbursement	474.00
0100	14064893	QUADIENT LEASING USA, INC.	9/25/2023	DO Mail Machine 2023-24	1152.73
0100	14064894	PITNEY BOWES INC.	9/25/2023	DO Folding Machine Service Con	231.20
0100	14064895	RAYO WHOLESALE	9/25/2023	Maintenance Supplies	21.44
0100	14064896	SCOTT BARNETT	9/25/2023	Board Presentation & Study	25000.00
0100	14064897	SCHOOL MATE	9/25/2023	SCHOOL MATE VALUE PLANNERS	67.08
0100	14064898	SEA WORLD OF CALIFORNIA	9/25/2023	8TH GR FIELD TRIP	7140.00
0100	14064899	SHRED IT	9/25/2023	SHREDDING SERVICE	143.00
0100	14064901	SMART & FINAL	9/25/2023	SUPPLIES	433.04
0100	14064902	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/25/2023	SUPPLIES	115.10
0100	14064903	STS EDUCATION	9/25/2023	MISC PROJECTOR - NEW- EPSON PO	2639.88
0100	14064905	TEACHING STRATEGIES , LLC	9/25/2023	AL'S PALS: KIDS MAKING HEALTHY	46223.14
0100	14064906	VALLEY INDUSTRIAL SPECIALTIES, INC.	9/25/2023	Maintenance Supplies	808.74

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14064907	WELLS FARGO VENDOR FINANCIAL SERVICES	9/25/2023	COPIER LEASE	83.32
0100	14066055	AMPLIFY EDUCATION, INC.	9/28/2023	DESMO MATH STUDENT LICENSE	4500.00
0100	14066056	AIR FILTER SUPPLY a CA CORPORATION	9/28/2023	M&O Parts/Supplies	4539.33
0100	14066057	AIRGAS USA, LLC	9/28/2023	M&O Parts/Supplies	95.95
0100	14066058	ALLIANCE FOR AFRICAN ASSISTANCE	9/28/2023	SPED Translation Services	72.25
0100	14066059	ALPHA STUDIO DESIGN GROUP	9/28/2023	2022 KIT Funds Central Kitchen	5950.00
0100	14066060	AMAZON CAPITAL SERVICES, INC.	9/28/2023	SUPPLIES	19713.60
0100	14066063	ASCEND SERVICES, INC.	9/28/2023	SLP SERVICES	3645.00
0100	14066064	CROSS COUNTRY STAFFING, INC	9/28/2023	SLP SERVICES	10353.00
0100	14066066	COUNTY OF SCHOOLS SERVICE FUND	9/28/2023	TRAINING	185.00
0100	14066068	CAJON VALLEY UNION SCHOOL DISTRICT	9/28/2023	REGISTRATION FEE FOR MIDDLE SC	300.00
0100	14066069	DANNIS WOLIVER KELLEY	9/28/2023	Charter Legal Fees	2392.00
0100	14066070	3 CHORDS/EPIC SPECIAL EDUCATION STAFFING	9/28/2023	SLP SERVICES	282.00
0100	14066071	REECE PLUMBING	9/28/2023	Maintenance Supplies	822.38
0100	14066072	FERGUSON ENTERPRISES, INC	9/28/2023	M&O Parts/Supplies	43.75
0100	14066073	FIRST STUDENT INC.	9/28/2023	SPED Transportation Services	5062.50
0100	14066074	GRAINGER	9/28/2023	Maintenance Supplies	2194.63
0100	14066075	HELIX WATER DISTRICT	9/28/2023	MONTHLY WATER	2446.91
0100	14066076	IMPERIAL SPRINKLER SUPPLY, INC.	9/28/2023	Maintenance Supplies	103.69
0100	14066077	JORDONA L. TRAVIS	9/28/2023	Educational Service	710.00
0100	14066078	LAKESIDE WATER DISTRICT	9/28/2023	MONTHLY WATER	2621.71
0100	14066079	JOCELYN MCCULLOUGH	9/28/2023	Mileage Reim	1633.57
0100	14066080	MARIANA MESNIK	9/28/2023	Counseling Services	650.00
0100	14066081	N2Y, INC/UNIQUE LEARNING SYS.	9/28/2023	LEARNING SYSTEM	2962.35
0100	14066082	OFFICE DEPOT, INC.	9/28/2023	SUPPLIES	219.63
0100	14066083	OLDCASTLE INFRASTRUCTURE, INC.	9/28/2023	2023/24 INFRASTRUCTURE MANAGEM	204.73
0100	14066084	ONE-ROOM SCHOOLHOUSE TUTORING	9/28/2023	TUTORING SERVICES	330.00
0100	14066085	NCS PEARSON, INC	9/28/2023	SPED SERVICES	1463.06
0100	14066087	SCHOOL HEALTH CORP.	9/28/2023	NEAR/ DISTANCE VISION SCREENIN	142.24
0100	14066088	SCHOOL SPECIALTY, INC	9/28/2023	CLASSROOM SUPPLIES	3876.98
0100	14066090	SOLIANT HEALTH LLC	9/28/2023	SPED SERVICES	2784.00
0100	14066091	SYCAMORE LANDFILL	9/28/2023	M&O Services	173.20
0100	14066092	JEWELL ENTERPRISES SO LLC	9/28/2023	PRINTING	823.34
0100	14066093	BORDER RECAPING, LLC	9/28/2023	MOT SUPPLIES	421.28
0100	14066094	TURF STAR	9/28/2023	MOT SUPPLIES	211.07
0100	14066095	VERBAL BEHAVIOR ASSOCIATES, INC.	9/28/2023	SPED SERVICES	1047.08
0100	14066096	WAXIE SANITARY SUPPLY	9/28/2023	Custodial Supplies	2772.24
0100 TOTAL				GENERAL	1,800,176.54
0800	14060678	CLIFFORD MULL	9/14/2023	SUPPLY REIMBURSEMENT	1014.24
0800	14066067	DARIN CURTIS	9/28/2023	ASB SUPPLIES	827.64
0800 TOTAL				ASB	1,841.88

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1200	14057585	LAKESHORE LEARNING MATERIALS	9/5/2023	SUPPLIES	1947.02
1200	14058499	ROBYN BOWMAN	9/7/2023	SUPPLY REIMBURSEMENT	138.97
1200	14058508	EDCO DISPOSAL CORPORATION	9/7/2023	GARBAGE AND RECYCLING	31.62
1200	14059564	ROBYN BOWMAN	9/11/2023	SUPPLY REIMBURSEMENT	704.49
1200	14059572	KELLI MORRISSEY	9/11/2023	SUPPLY REIMBURSEMENT	107.02
1200	14062237	SAN DIEGO GAS & ELECTRIC	9/18/2023	GAS AND ELECTRIC	573.43
1200	14063311	COX COMMUNICATIONS	9/21/2023	INTERNET	40.60
1200	14063327	MISSION FEDERAL CREDIT UNION	9/21/2023	P CARD	1381.58
1200	14063337	SPARKLETTTS	9/21/2023	BOTTLED WATER SERVICE	57.92
1200	14064900	Samantha Maynard	9/25/2023	ESS REFUND	450.00
1200 TOTAL				CHILD DEVELOPMENT	5,432.65
1300	14057572	AMAZON CAPITAL SERVICES, INC.	9/5/2023	SUPPLIES	713.90
1300	14058497	AMERICAN PRODUCE DISTRIBUTORS	9/7/2023	CN Produce	490.50
1300	14058502	COZZINI BROS, INC	9/7/2023	CN Rental/Repair	43.00
1300	14058503	CULLIGAN	9/7/2023	CN Rental/Repair	55.75
1300	14058505	DION & SONS, INC.	9/7/2023	CN Fuel Charges	595.28
1300	14058506	DOMINO'S PIZZA	9/7/2023	CN Broadline	3698.09
1300	14058510	FREEZING POINT LLC	9/7/2023	CN - Snack	1595.36
1300	14058511	GARCIA'S PUEBLA MERCADO	9/7/2023	CN Broadline	396.00
1300	14058517	INDIVIDUAL FOODSERVICE	9/7/2023	CN Supplies	936.33
1300	14058520	KRISTIE SUMMERS	9/7/2023	COMPUTER UPGRADE	152.88
1300	14058521	TEMPERATURE DESIGN REFRIGERATION	9/7/2023	CN Rental/Repair	1046.94
1300	14059569	FREEZING POINT LLC	9/11/2023	CN - Snack	1708.82
1300	14059570	GOLD STAR FOODS INC	9/11/2023	BROADLINE	35652.00
1300	14059573	K GRAPHICS POSTERS	9/11/2023	CN Services	840.00
1300	14059574	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	9/11/2023	COPIER LEASE	3.43
1300	14059584	LAKESIDE UNION SCHOOL DISTRICT	9/11/2023	REVOLVING CASH	23.00
1300	14059588	LOEWY ENTERPRISES/SUNRISE PRODUCE CO	9/11/2023	PRODUCE	-45.65
1300	14060641	AT&T	9/14/2023	PHONE SERVICE	18.81
1300	14060643	ADRIANA BALLESTEROS	9/14/2023	MEAL ACCOUNT REFUND	13.75
1300	14060647	CHEMSEARCH	9/14/2023	CN Services	547.18
1300	14060660	ES FOODS INC.	9/14/2023	CN Broadline	13190.24
1300	14060669	HOLLANDIA DAIRY	9/14/2023	MILK	12987.81
1300	14060671	IMPERIAL DADE	9/14/2023	CN Supplies	1712.46
1300	14060684	PAYTON'S TRUE VALUE HARDWARE	9/14/2023	CN Supplies	17.44
1300	14062218	AMAZON CAPITAL SERVICES, INC.	9/18/2023	CN Supplies	59.24
1300	14062223	CINTAS CORPORATION	9/18/2023	CN Services	147.76
1300	14062239	SYSCO FOODS SERVICES	9/18/2023	CN Broadline	1671.76
1300	14062241	VERIZON WIRELESS	9/18/2023	CELL SERVICE	50.88
1300	14063293	Jennifer Lynn Chandler	9/21/2023	REIMBURSEMENT	14.97
1300	14063315	DION & SONS, INC.	9/21/2023	CN Fuel Charges	468.79

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1300	14063327	MISSION FEDERAL CREDIT UNION	9/21/2023	P CARD	215.94
1300	14063331	PREFERRED PACKAGING	9/21/2023	HS-48 SEALER	8092.80
1300	14063337	SPARKLETTES	9/21/2023	CN Water Service	16.08
1300	14063339	SYSCO FOODS SERVICES	9/21/2023	CN Broadline	510.12
1300	14064892	HUBERT COMPANY, LLC	9/25/2023	SUPPLIES	744.78
1300	14066089	SMART & FINAL	9/28/2023	CN Broadline	66.91
1300 TOTAL				CHILD NUTRITION	88,453.35
2139	14057575	BLUE COAST CONSULTING	9/5/2023	INSPECTION SERVICES	8030.00
2139	14057589	NINYO & MOORE	9/5/2023	INSPECTION SERVICES	12867.50
2139	14060644	BLUE COAST CONSULTING	9/14/2023	INSPECTION SERVICES	3740.00
2139	14060679	NINYO & MOORE	9/14/2023	INSPECTION SERVICES	9733.25
2139	14062240	TELACU CONSTRUCTION MANAGEMENT, INC	9/18/2023	CONSTRUCTION MANAGEMENT SERVIC	26936.00
2139	14063306	CA DEPT OF EDUCATION	9/21/2023	TDS REIMB SCHOOL FACILITIES GF	840.00
2139	14063310	CLIMATEC, INC.	9/21/2023	BOND (Solar/Kitchen)	551603.50
2139	14064904	TELACU CONSTRUCTION MANAGEMENT, INC	9/25/2023	CONSTRUCTION MANAGEMENT SERVIC	36400.00
2139 TOTAL				BOND	650,150.25
2519	014583	PACIFIC MOBILE STRUCTURES, INC.	9/13/2023	Trailer Rental	891.10
2519	14062233	NATIONAL CONSTRUCTION RENTALS, INC.	9/18/2023	2 Station Restroom Trailer Ren	2015.50
2519 TOTAL				BOND	2,906.60
4000	14057574	ASPHALT & CONCRETE ENTERPRISES, INC.	9/5/2023	ASPHALT PATCHING @ LF	46190.65
4000	14060633	A & S FLOORING	9/14/2023	FURNISH & INSTALL AHF SHEET VI	33276.00
4000	14063310	CLIMATEC, INC.	9/21/2023	Finance	168388.00
4000 TOTAL				SPECIAL RESERVE FUND/PROJECTS	247,854.65
6200	14058494	DOCUMENT TRACKING SERVICES	9/7/2023	LICENSING AGREEMENT	395.00
6200	14060639	AMAZON CAPITAL SERVICES, INC.	9/14/2023	BICS SUPPLIES	3716.33
6200	14060665	FRANKLIN COVEY	9/14/2023	SUBSCRIPTION/MEMBERSHIP	7600.00
6200	14060689	S.D. COUNTY SUPERINTENDENT OF SCHOOLS	9/14/2023	BICS CONFERENCE	200.00
6200	14060698	SEASHORE WEB SERVICES, LLC	9/14/2023	TECH SUPPORT	50.00
6200	14060701	U.S. BANK CORPORATE PYMT SYS	9/14/2023	BICS CREDIT CARD	6735.11
6200 TOTAL				BARONA CHARTER	18,696.44
6201	014697	ARBITERPAY TRUST ACCOUNT	9/18/2023	SPORTS FEES	3601.00
6201	014931	ARBITERPAY TRUST ACCOUNT	9/25/2023	SPORTS FEES	1041.80
6201	14057592	PARENTSQUARE, INC.	9/5/2023	ENGAGE PREMIUM (600STUDENTS OR	3150.00
6201	14057593	PURCHASE POWER	9/5/2023	RVCS SY 23-24	59.17
6201	14057596	COUNTY OF SAN DIEGO	9/5/2023	ANNUAL SEWER FEE	5533.92
6201	14058508	EDCO DISPOSAL CORPORATION	9/7/2023	GARBAGE AND RECYCLING	237.35
6201	14059565	CIF-SAN DIEGO SECTION	9/11/2023	SPORTS FEES	1446.00
6201	14059587	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/11/2023	OFFICE SUPPLIES	278.10
6201	14060630	Richard Neal Benzing	9/14/2023	REIMBURSEMENT	17.61
6201	14060632	POSITIVE CHANGE COUNSELING CENTER	9/14/2023	SERVICES	7800.00
6201	14060641	AT&T	9/14/2023	PHONE SERVICE	96.72

BOARD WARRANT REPORT 9/01/2023 - 9/30/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
6201	14060706	XEROX FINANCIAL SERVICES, LLC	9/14/2023	COPIER LEASE	1549.00
6201	14062219	ANECO PEST MANAGEMENT	9/18/2023	BI-MONTLY TREATMENT SERVICE	495.00
6201	14062222	BLICK ART MATERIALS	9/18/2023	ART SUPPLIES	33.55
6201	14062227	HOME DEPOT CREDIT SERVICES	9/18/2023	SUPPLIES	1794.72
6201	14062235	PRESTWICK HOUSE, INC.	9/18/2023	TEXTBOOKS	1588.20
6201	14062237	SAN DIEGO GAS & ELECTRIC	9/18/2023	GAS AND ELECTRIC	4412.05
6201	14063297	ACCREDITING COMMISSION FOR SCHOOLS	9/21/2023	VISIT CALIF MID CYCLE VISIT F	500.00
6201	14063302	BLICK ART MATERIALS	9/21/2023	ART SUPPLIES	2826.41
6201	14063305	CALIFORNIA COAST CREDIT UNION	9/21/2023	CREDIT CARD	986.90
6201	14063307	CDW GOVERNMENT, INC.	9/21/2023	EQUIPMENT	3265.36
6201	14063309	CENGAGE LEARNING	9/21/2023	LEARNING	3528.27
6201	14063332	RIVER VALLEY CHARTER SCHOOL PTO	9/21/2023	PAAIN T CANVAS AND CLOTH TAPE	398.62
6201	14063336	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/21/2023	OFFICE SUPPLIES	65.08
6201	14063337	SPARKLETTS	9/21/2023	RVCS Water Service	249.29
6201	14063341	WAXIE SANITARY SUPPLY	9/21/2023	CLEANING SUPPLIES	327.13
6201	14064890	HOME CAMPUS	9/25/2023	ATHLETIC CLEARANCE	995.00
6201	14066065	COX COMMUNICATIONS	9/28/2023	CABLE	990.00
6201	14066086	PURCHASE POWER	9/28/2023	SUPPLIES	68.10
6201 TOTAL				RIVER VALLEY CHARTER	47,334.35
				GRAND TOTAL	\$ 2,862,846.71

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

REVOLVING CASH FUND REGISTER

Background (Describe purpose/rationale of the agenda item):

LISTING OF ALL TRANSACTIONS (PAYROLL MISCELLANEOUS, DEVELOPER'S FEES, ETC) FOR THE MONTH PRIOR TO BOARD MEETING

Fiscal Impact (Cost):

\$ 10,353.76

Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC.

Addresses Emphasis Goal(s):

#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

LAKESIDE UNION SCHOOL DISTRICT
RCF 2324-0002 & 0003

#	Date	Ck#	Name	Memo/Description	Check Amount
RCF 2324-0002	9/1/2023	40288	Alison Helms	Alison Helms-Garnishment Release	207.91
RCF 2324-0003	9/7/2023	40289	Lynette Elles	Mailed August paycheck damaged, bank wouldn't cash	944.84
RCF 2324-0003	9/13/2023	40290	Anahita Tourzani	August Paycheck lost in the mail	3,900.57
RCF 2324-0003	9/13/2023	40291	Evangeline Cooley	August Paycheck lost at the store	585.82
RCF 2324-0003	9/22/2023	40293	Rory Guy	Overage for February Payroll	78.83
RCF 2324-0003	9/25/2023	40294	Rashid Yusupov	Refund - Developer's Fees	4,635.79
					10,353.76

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

Ratification of P Card expenditure transactions for the month of August 2023.

Background (Describe purpose/rationale of the agenda item):

It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P Cards for the month of August 2023.

Fiscal Impact (Cost):

\$16,898.22

Funding Source:

General Fund Total: \$15,424.68, Child Development Fund Total: \$1,381.58, Child Nutrition: \$91.96

Addresses Emphasis Goal(s):

#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |


Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

AUGUST 2023
P-CARD PURCHASES

ACC.ACCOUNT NAME	FIN.POSTING DATE	DACTION AMOUNT	MCH.MERCHANT NAME	FUND	FIN.EXPENSE DESCRIPTION
BEISIGL,BRIAN	08/03/2023	328.43	AMAZON WEB SERVICES	0100	WEB CLOUD HOSTING
CLARK,DANIELLE	08/27/2023	40.00	PAYPAL *SANDCASP	0100	MARTIGNETTI - SD CASP
CLARK,DANIELLE	08/24/2023	65.00	WILEY	0100	SOFTWARE FOR X-BASS TRAINING
CLARK,DANIELLE	08/24/2023	183.61	GREEK CHICKEN	0100	8/23/23 PSW TRAINING PSYCHS - 8A-3P LUNCH
CLARK,DANIELLE	08/16/2023	138.53	SANDWICH BAGS DELI & C	0100	8/15/23 SANDI TRAINING 8:15A - 3:15P - LUNCH
CLARK,DANIELLE	08/15/2023	129.14	GREEK STYLE CHICKEN -	0100	8/14/23 N2Y - ULS TRAINING 8:30A-3:30P @ TDS
COX,GRACE	08/31/2023	9.50	TEACHERSPAYTEACHERS.CO	0100	SPECIAL EDUCATION MEETING NOTES TEMPLATES (EDITABLE)
COX,GRACE	08/29/2023	56.03	SMARTSIGN	0100	CONFERENCE SIGN AND CONFERENCE BUSY/NOT BUSY SIGN
COX,GRACE	08/29/2023	99.99	WEB.ITRANScribe.CO	0100	AI TRANSCRIPTION AND CAPTIONING - FOR BETTER COMMUNICATION WITH PARENTS
COX,GRACE	08/27/2023	270.00	EDUCATION-WALKTHROUGH	0100	SUBSCRIPTION COLLABORATE AND IMPROVE TEACHING WITH YOUR SCHOOL INSTRUCTIONAL TEAM
COX,GRACE	08/27/2023	468.00	JASPER.AI	0100	RESOURCE SUBSCRIPTION TO BETTER COMMUNICATE WITH PARENTS USING AI
COX,GRACE	08/11/2023	47.41	PAYPAL *E L ACHIEVE	0100	EL INSTRUCTION MATERIALS
COX,GRACE	08/10/2023	(23.41)	PAYPAL *E L ACHIEVE	0100	EL INSTRUCTION MATERIALS
DEROSIER,LISA A	08/20/2023	108.25	TLF*ALLEN'S FLOWERS AND	0100	FLOWERS FOR THE 1ST DAY OF SCHOOL.
DEROSIER,LISA A	08/20/2023	21.54	99-CENTS-ONLY #0080	0100	VASES FOR THE SITES FOR FLOWERS ON THE 1ST DAY OF SCHOOL.
DEROSIER,LISA A	08/16/2023	750.00	CSBA.ORG	0100	CSBA ANNUAL CONFERENCE - BOARD MEMBER
DEROSIER,LISA A	08/15/2023	(49.74)	GREEK CHICKEN - ECOM	0100	CREDIT FOR LUNCH FOR PRINCIPAL'S AT BO REFRESH
DEROSIER,LISA A	08/13/2023	115.26	GLF*WILLOWBROOKGOLF	0100	LUNCH FOR BOARD RETREAT - 8/10/23
DEROSIER,LISA A	08/11/2023	114.95	TST* SOMBRERO MEXICAN	0100	BREAKFAST FOR PRINCIPALS RETREAT 8/9/23
DEROSIER,LISA A	08/11/2023	112.38	GREEK STYLE CHICKEN -	0100	LUNCH FOR CLERICAL STAFF MEETING
DEROSIER,LISA A	08/11/2023	49.74	GREEK CHICKEN - ECOM	0100	LUNCH FOR PRINCIPALS AT THE BO REFRESH WORKSHOP
GILBERT,KELLY	08/13/2023	179.00	SMORE.COM	0100	SMORE ONLINE SCHOOL NEWSPAPER. PARENT OUTREACH.
GILBERT,KELLY	08/11/2023	(470.80)	HILTON	0100	MTSS CONFERENCE
GREEN,TESSA	08/04/2023	912.46	FAIRYCUSTOM.COM	0100	TEE SHIRTS FOR STAFF
HARDIMAN,LESLIE	08/15/2023	30.50	TEACHERSPAYTEACHERS.CO	0100	MATH INTERVENTION PLAN
HARDIMAN,LESLIE	08/11/2023	105.00	TEACHERSPAYTEACHERS.CO	0100	MATH INTERVENTION PROGRAM
HARDIMAN,LESLIE	08/11/2023	180.67	RAINBOW BOOKS INC	0100	IMMERSION BOOKS 6-8
MULL,STEVE	08/31/2023	559.80	HOMEDPOT.COM	0100	FLOORING MATERIAL FOR DANCE FLOOR
MULL,STEVE	08/31/2023	64.28	SMART AND FINAL 398	0100	SUPPLIES FOR SCIENCE ACTIVITY
MULL,STEVE	08/31/2023	173.20	EC PRNT CLASS A TROPHY	0100	AWARDS FOR FFA
MULL,STEVE	08/17/2023	171.91	SMART AND FINAL 931	0100	FFA - FUNDRAISER, TEACHER LUNCHEON
MULL,STEVE	08/14/2023	86.88	GIANT PIZZA KING	0100	PIZZA - FOR ASB KIDS DURING SUMMER EXPLORATIONS
MURPHY,JERRED C	08/27/2023	8.94	PAYTON HARDWARE	0100	BOLTS AND NUTS
MURPHY,JERRED C	08/25/2023	457.86	SAMSLUB #6235	0100	MISC PROGRAM SUPPLIES AND SNACKS
MURPHY,JERRED C	08/16/2023	699.00	GROSSMONT CINEMA	0100	MOVIE PASSES FOR SUMMER CAMP STUDENTS AND STAFF
MURPHY,JERRED C	08/13/2023	15.00	FIVE STAR EXPRESS CAR	0100	DISTRICT USE VEHICLE CAR WASH
MURPHY,JERRED C	08/06/2023	762.94	SMART AND FINAL 930	0100	MISC PROGRAM SUPPLIES
MURPHY,JERRED C	08/03/2023	50.00	LIVING WATER	0100	WATER FOR CENTER
ORAHOOD,SAMANTHA	08/22/2023	800.00	CALIFORNIA SCHOOL BOAR	0100	L. HOEFER-MOIR MIG COURSE
ORAHOOD,SAMANTHA	08/08/2023	161.61	TARGET.COM *	0100	L. PITMAN LP TK DESK CHAIR
ORAHOOD,SAMANTHA	08/04/2023	309.91	IKEA 440152440	0100	L. PITMAN LP TK DESK
OWENS,TODD	08/18/2023	620.15	WINTERGARDENS AUTO UPH	0100	RECOVER FRONT SEATS IN FORD RANGER, #201
OWENS,TODD	08/06/2023	250.00	SOUND CHECK MOBILE ELE	0100	INSTALL CHILD SAFETY CHECK ON NEW VAN, #302
ROSA,JIM	08/31/2023	85.12	TEACHERSPAYTEACHERS.CO	0100	1ST GRADE WINN TIME - MATH - TITLE ONE
ROSA,JIM	08/27/2023	562.50	IN *BLOOMZ INC	0100	BLOOMZ - KINDERGARTEN TEACHER/PARENT COMMUNICATION
ROSA,JIM	08/25/2023	243.06	PRIMO WATER	0100	WATER FOR CAMPUS
SINATRA,CHRISTINE	08/24/2023	318.60	PAYPAL *CELEBRATELI	0100	LUSD 20 AND 30-YEAR SERVICE AWARDS, PLAQUES, CLOCKS
SINATRA,CHRISTINE	08/20/2023	447.70	EB 44TH ANNUAL CCAC C	0100	CREDENTIAL COUNSELORS AND ANALYSTS OF CALIFORNIA FALL CONFERENCE
SINATRA,CHRISTINE	08/16/2023	(175.00)	CALIFORNIA	0100	REFUND TO PCARD FOR LAKESIDE CHAMBER OF COMMERCE, C. SINATRA WAS ALREADY A MEMBER
SUMMERS,KRISTIE	08/20/2023	123.98	EINSTEIN BROS-ONLINE C	0100	DONATION LINE - MEETING FOR WELCOME BACK
SUMMERS,KRISTIE	08/18/2023	49.00	SCHOOL NUTRITION ASSOC	0100	STUDY GUIDES FOR SNS
TAYLOR,RHONDA L	08/15/2023	750.00	CSBA.ORG	0100	REGISTRATION FOR CSBA CONFERENCE - A ELLENSON
TAYLOR,RHONDA L	08/13/2023	750.00	CSBA.ORG	0100	REGISTRATION FOR CSBA CONFERENCE - L HOEFER MOIR
TAYLOR,RHONDA L	08/13/2023	750.00	CSBA.ORG	0100	REGISTRATION FOR CSBA CONFERENCE - R TAYLOR
TAYLOR,RHONDA L	08/11/2023	236.15	PANERA BREAD #204874 O	0100	LUNCH FOR THE PRINCIPAL'S RETREAT ON 8/9/23
WINSPEAR,NATALIE	08/25/2023	350.00	SCOE CHSPE	0100	CALIFORNIA ASSESSMENT CONFERENCE FEE FOR BEVERLY
WINSPEAR,NATALIE	08/24/2023	660.04	SHERATON	0100	HOTEL FOR BEVERLY'S CONFERENCE
WINSPEAR,NATALIE	08/23/2023	247.96	SOUTHWEST AIRLINES	0100	FLIGHTS FOR BEVERLY'S T&C

AUGUST 2023
P-CARD PURCHASES

ACC.ACCOUNT NAME	FIN.POSTING DATE	AMOUNT	MCH.MERCHANT NAME	FUND	FIN.EXPENSE DESCRIPTION
BEISIGL,BRIAN	08/03/2023	328.43	AMAZON WEB SERVICES	0100	WEB CLOUD HOSTING
WINSPEAR,NATALIE	08/03/2023	862.65	CONSCIOUS TEACHING	0100	BOOKS FOR NEW TEACHERS
BOWMAN,ROBYN	08/20/2023	19.37	LITTLE CAESARS 3154-00	1200	LUNCH FOR STAFF MEETING
BOWMAN,ROBYN	08/17/2023	12.22	DOLLAR TREE	1200	BURLAP RIBBON AND CUTLERY (FORKS)
BOWMAN,ROBYN	08/17/2023	316.60	SAMSCLUB #6235	1200	SNACK SUPPLIES, CLEANING, PAPER GOODS, ETC...
BOWMAN,ROBYN	08/13/2023	21.32	TARGET 00014852	1200	SNACK, CENTER DECORATIONS
BOWMAN,ROBYN	08/13/2023	291.01	WAL-MART #1917	1200	VACUUM CLEANER, CARPET CLEANING FORMULA, CLEANING SUPPLIES, ETC...
BOWMAN,ROBYN	08/11/2023	(106.67)	THE HOME DEPOT #0673	1200	REFUND OF DELIVERY FEE FOR 40 - 50LB BAGS OF SAND
BOWMAN,ROBYN	08/09/2023	12.22	WALGREENS #11990	1200	BATTERIES AND PHOTO FINISHING
BOWMAN,ROBYN	08/06/2023	24.21	LITTLE CAESARS 3154-00	1200	LUNCH FOR STAFF MEETING
BOWMAN,ROBYN	08/06/2023	106.67	THE HOME DEPOT #0673	1200	SPLIT - DELIVERY COST FOR SAND ORDER (25.4%)
BOWMAN,ROBYN	08/06/2023	313.34	THE HOME DEPOT #0673	1200	SPLIT - 40 - 50LB BAGS OF SAND FOR SANDBOX (74.6%)
BOWMAN,ROBYN	08/01/2023	111.16	WAL-MART #1917	1200	MISC PROGRAM SUPPLIES INCLUDING BUT NOT LIMITED TO DECORATIONS, SUN SCREEN, BIRD FOOD...
BOWMAN,ROBYN	08/01/2023	260.13	SAMSCLUB #6235	1200	MISC CLEANING AND STORAGE SUPPLIES
SUMMERS,KRISTIE	08/20/2023	54.48	HOMEGOODS #0562	1300	CATERING SUPPLIES
SUMMERS,KRISTIE	08/18/2023	6.50	WOODSIDE CAR WASH	1300	TRUCK WASH
SUMMERS,KRISTIE	08/18/2023	30.98	DOLLAR TREE	1300	MARKETING MATERIAL FOR SUPPLES
		16,898.22			

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (September 1, 2023, to September 30, 2023)

Background (Describe purpose/rationale of the agenda item):

The Governing Board must ratify all purchase orders and change orders that have been created pursuant to the authority granted under Education Code 17605 and Board Policy 3300 that authorizes staff to purchase supplies, materials, equipment, and services up to the amounts specified in Public Contract Code 20111. In addition, the Governing Board should review and ratify all purchase orders and change orders September 1, 2023 through September 30, 2023 is attached.

Fiscal Impact (Cost):

\$1,729,791.16

Funding Source:

General Fund Total: \$1,597,980.27 Student Body ASB Total: \$3,000, Child Development Total: \$900. Child Nutrition Total: \$127,070.89, Bond Fund Total: \$840.00

Addresses Emphasis Goal(s):

#1: Academic Achievement #2: Social Emotional #3: Physical Environments

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

SEPT 2023 PURCHASE ORDERS

PO Number	Supplier	PO Ref	Fund	Site/Dept	Total by Account
000009689	AMAZON CAPITAL SERVICES, INC.	Amazon - Smosna LP	0100	Special Education	1,138.92
000009691	ARTS ATTACK	WG -ARTS ATTACK GREAT MASTERS	0100	Winter Gardens	450.00
000009692	CASTO Chapter 3	Chapter 3 Rodeo Workshop	0100	Transportation	90.00
000009694	dba CONNECT4KIDS PSYCHOLOGICAL SERVICES,	CONNECT4KIDS INVOICE# 2343	0100	Special Education	2,640.00
000009695	ARTS ATTACK	MEMBERSHIP: 5-YR. MEMBERSHIP A	0100	Riverview	5,580.00
000009696	AMAZON CAPITAL SERVICES, INC	VIDEO RECORDER	0100	Superintendent	1,135.60
000009697	ROCKETPD	MASTER CHATGPT (AND OTHER AI T	0100	Education Services	895.00
000009698	CASBO	CONTRACTING WITH CONFIDENCE, I	0100	Business Services	470.00
000009699	CRISP ENTERPRISES, INC./CRISP IMAGING	2023/24 Trans	0100	Transportation	2,155.00
000009702	SCHOOL SPECIALTY, INC	SPORTIME INCLUSIVE PE GUIDEBOO	0100	Special Education	397.17
000009704	HEGGERTY PHONEMIC AWARENESS	LV - HEGGERTY-500022	0100	Lakeview	287.69
000009705	JEWELL ENTERPRISES SO LLC	LMS - CUME FOLDERS	0100	Lemon Crest	546.13
000009706	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	22-23 LEADERSHIP SERIES TRAINI	0100	Pupil Services	99.00
000009707	JUPITER ED,INC.	LMS - INVOICE 29934	0100	Lakeside Middle School	3,092.05
000009708	CI SOLUTIONS	ANNUAL SERVICE AGREEMENT FOR I	0100	Transportation	1,045.00
000009710	CURRICULUM ASSOCIATES LLC	LV - QUICK WORDS-WS132/	0100	Lakeview	254.59
000009713	SCHOOL MATE	SCHOOL MATE VALUE PLANNERS	0100	Lakeview	72.28
000009714	LEXIA LEARNING SYSTEMS LLC	LEXIA POWERUP Q-555434-1	0100	Tierra Del Sol	6,868.00
000009715	SCHOOL HEALTH CORP.	NEAR/ DISTANCE VISION SCREENIN	0100	Health Services	142.24
000009716	NCS PEARSON, INC	"KABC-II NORMATIVE UPDATE KIT	0100	Psychology Services	1,252.43
000009718	RIVERSIDE INSIGHTS	WJ IV ACHIEVEMENT STANDARD & E	0100	Special Education	1,727.86
000009720	SOUTHWEST SCHOOL & OFFICE SUPPLY	LISA'S CHAIR	0100	Human Resources	403.64
000009722	STS EDUCATION	PAGING SYSTEM	0100	Technology	3,254.05
000009723	VEX ROBOTICS, INC.	0.375" OD NYLON SPACER VARIETY	0100	Tierra Del Sol	1,085.63
000009724	STARFALL EDUCATION	STARFALL SCHOO MEMBERSHIP MORE	0100	Lakeview	355.00
000009725	AMAZON CAPITAL SERVICES, INC.	WEIGHTED VEST FOR KIDS COMPRES	0100	Special Education	55.80
000009726	CALIFORNIA ASSN OF FEDERALLY (CAFIS)	CAFIS MEMBERSHIP DUES 2023-24	0100	Business Services	72.00
000009727	STARFALL EDUCATION	CLASSROOM MEMBERSHIP	0100	Flex School	210.11
000009730	MARIANA MESNIK	2023-24 ERMHS/IEP/Counseling	0100	Special Education	34,000.00
000009731	MICHELLE FURMAN, M.S., P.T	2023/24 Physical Therapy Serv	0100	Special Education	50,000.00
000009732	ASCEND SERVICES, INC	2023/24 Staffing Agency	0100	Special Education	417,312.00
000009733	ALLIANCE FOR AFRICAN ASSISTANCE	2023/24 DW Interpreter/Transla	0100	Special Education	10,000.00
000009734	JOCELYN MCCULLOUGH	2023/24 Transportation Reim	0100	Special Education	10,000.00
000009735	FIRST STUDENT INC.	2023/24 SPED Transportation	0100	Special Education	50,000.00
000009736	BLICK ART MATERIALS	SAFE-TSAFE-T COMPASS	0100	Tierra Del Sol	4,564.62
000009738	BLICK ART MATERIALS	MAYCO GLASS PACK #4 PINT SET O	0100	Tierra Del Sol	2,074.42
000009740	MGT OF AMERICA, LLC	RECLASSIFICATION STUDY	0100	Human Resources	16,000.00
000009744	HEGGERTY PHONEMIC AWARENESS	DA - Phonemic Awareness	0100	Flex School	95.90
000009746	SCOTT BARNETT	Real Estate Utilization Strate	0100	Superintendent	25,000.00
000009747	LEAH HOPKINS	LH TK Reimbursement	0100	Human Resources	474.00
000009748	PAR, INC.	"11905-IS BRIEF2 PARENT/TEACHE	0100	Psychology Services	276.08
000009749	AMAZON CAPITAL SERVICES, INC	MONITOR STAND, MONITOR STAND R	0100	Special Education	161.60
000009754	3 CHORDS/EPIC SPECIAL EDUCATION STAFFING	2023-24 Staffing Agency	0100	Special Education	161,920.00
000009755	CROSS COUNTRY STAFFING, INC	2022-23 Staffing Agency	0100	Special Education	136,013.00
000009756	SOLIAN HEALTH LLC	2023-24 Staffing Agency	0100	Special Education	255,029.00
000009757	SUNBELT STAFFING	2023/24 Staffing Agency	0100	Special Education	62,928.00
000009758	MUSIC THEATRE INTERNATIONAL	DESCENDENTS	0100	Lakeside Middle School	797.35
000009760	TIMOTHY D ARMSTRONG	LMS INVOICE 3276	0100	Lakeside Middle School	1,736.76
000009761	PERRIS UNION HIGH SCHOOL DISTRICT	INVOICE 109590	0100	Lakeside Middle School	120.00
000009763	MUSIC THEATRE INTERNATIONAL	LMS - SCHOOL HOUSE ROCK	0100	Lakeside Middle School	740.00
000009764	AMAZON CAPITAL SERVICES, INC.	PYLIE MEGAPHONE	0100	Lakeview	197.89
000009765	SKYGROUP INVESTMENTS, LLC	STEM FIELD TRIP/STEM CLASS WIT	0100	Tierra Del Sol	3,248.70
000009766	MOLLY HAWKIN'S HOUSE	24 HALF GALS 1 OF EACH COLOR	0100	Tierra Del Sol	695.06
000009767	APPLE INC	2023/24 Tech MISC Apps	0100	Technology	1,000.00
000009768	SCHOOL SPECIALTY, INC	EXPLODE THE CODE 1 2 3	0100	Education Services	2,231.60
000009769	CRISP ENTERPRISES, INC./CRISP IMAGING	COPIES FOR MATH INTERVENTION	0100	Tierra Del Sol	2,503.89
000009770	LISTEN INNOVATION INC	1 YEAR SUBSCRIPTION	0100	Tierra Del Sol	4,800.00
000009771	AMAZON CAPITAL SERVICES, INC.	LETAYA METAL STORAGE CABINETS	0100	Special Education	188.06
000009772	MCGRAW-HILL	EVERDAY MATH HOME LINKS 1-5	0100	Education Services	6,637.65
000009773	AMAZON CAPITAL SERVICES, INC.	2023/24 BIA SUPPLIES	0100	Special Education	862.00
000009774	PROJECT LEAD THE WAY	PLTW GATEWAY KITS	0100	Education Services	53,130.45
000009777	JEWELL ENTERPRISES SO LLC	LMS/LC - CUME FOLDERS	0100	Lakeside Middle School	546.13
000009778	CENGAGE LEARNING	TDS - 9780357540961/0357540964	0100	Tierra Del Sol	3,588.29
000009779	JUPITER ED,INC.	TDS - 820 STUDENTS W/TECH SUPP	0100	Tierra Del Sol	2,853.60
000009787	CAJON VALLEY UNION SCHOOL DISTRICT	ESS - CV CROSS COUNTRY MIDDLE	0100	ESS/ASES/PreSchool	300.00
000009788	JORDONA L. TRAVIS	Educational Services 2023-24	0100	Special Education	5,000.00
000009789	MOMENTUM TUTORING	Educational Services 2023-24	0100	Special Education	15,000.00
000009790	ABA EDUCATION FOUNDATION	FBA IEE Assessment	0100	Special Education	2,610.00
000009792	VERBAL BEHAVIOR ASSOCIATES, INC.	Behavior Intervention Services	0100	Special Education	24,052.60
000009793	DEMCO, INC.	KAPCO EASY COVER 11 BOOK COVER	0100	Lemon Crest	244.31
000009794	LEMON CREST ELEMENTARY PTA	LC -ADULT SPIRIT T-SHIRTS	0100	Lemon Crest	75.00
000009796	GLOBAL VENDING GROUP, INC.	WG PTA BOOK VENDING MACHINE	0100	Winter Gardens	6,840.00
000009797	PEACEFUL PLAYGROUNDS INC	WG - PEACEFUL PLAYGROUND TRAIN	0100	Winter Gardens	1,076.42
000009798	JEWELL ENTERPRISES SO LLC	TEACHER MANUAL - BOOK 1 GR 2-3	0100	Education Services	5,601.61
000009799	LEARNING A-Z	RAZ-PLUS (RENEWAL)TERM: 10/25	0100	Riverview	5,865.47
000009800	dba FUNbelievable	WG - FUNBELIEVABLE TK FIELDTRI	0100	Winter Gardens	531.00
000009801	JEWELL ENTERPRISES SO LLC	SYMBOL LANYARDS (50 OF 17 IMAG	0100	Special Education	677.75
000009802	FULCRUM MANAGEMENT SOLUTIONS INC	SMALL ROOM (UP TO 5 LEADERS) C	0100	Education Services	19,215.00
000009803	ASCEND SERVICES, INC	ASCEND ESY INVOICE AR07152023	0100	Special Education	1,260.00
000009804	PRO-ED	TPI-3 TRANSITION PLANNING INV	0100	Special Education	448.63
000009805	AMAZON CAPITAL SERVICES, INC.	SWANSEA WEATHER RESISTANT ENCL	0100	Special Education	408.35

SEPT 2023 PURCHASE ORDERS

PO Number	Supplier	PO Ref	Fund	Site/Dept	Total by Account
000009806	THE EVAL GROUP	2023/24 Staffing Agency	0100	Special Education	125,760.00
000009807	ANYTHING GOES PROMOTIONS	LMS - SC jackets	0100	Lakeside Middle School	3,237.89
					\$ 1,575,705.27
					\$ -
000009693	EVERYCHILD CA ASSOC LEADERS ADV. EARLY	FALL TECHNICAL ASSISTANCE 2023	1200	Preschool	900.00
					\$ 900.00
000009700	IMPERIAL DADE	CN Supplies 2023-24	1300	Child Nutrition	53,100.00
000009701	COUNTY BURNER & MACHINERY CORP	CN 2023/24	1300	Child Nutrition	5,000.00
000009703	FOOD 4 THOUGHT, LLC	2023/24 CN - PRODUCE	1300	Child Nutrition	10,000.00
000009719	HUBERT COMPANY, LLC	CN - CAMWEAR 1/2 LONG LID	1300	Child Nutrition	744.77
000009721	4IMPRINT, INC.	CN - 4IMPRINT- APRONS	1300	Child Nutrition	1,252.63
000009753	4IMPRINT, INC.	CN - SHIRTS	1300	Child Nutrition	691.08
000009762	DATTEL SYSTEMS INCORPORATED	CN - LENOVO - THINK PAD	1300	Child Nutrition	2,016.15
000009783	FOOD 4 THOUGHT, LLC	2023/24 CN - FOOD 4 THOUGHT	1300	Child Nutrition	10,000.00
000009784	SAN DIEGO RESTAURANT SUPPLY	SD RESTAURANT SUPPLY-REFRIGERA	1300	Child Nutrition	12,066.38
000009785	DASSI FAMILY FARM	2023/24 CN - DASSI FAMILY FARM	1300	Child Nutrition	5,000.00
000009786	ECONOMY RESTAURANT & SUPPLY CO	CN - METRO CARTS LIGHT	1300	Child Nutrition	972.14
					\$ 100,843.15
000009717	CA DEPT OF EDUCATION	TDS REIMB SCHOOL FACILITIES GF	2139	Business Services	840.00
					\$ 840.00

TOTAL PURCHASE ORDERS \$ 1,678,288.42

TOTAL (01) GENERAL FUND PO's 1,575,705.27
TOTAL (08) ASB FUND PO's 0.00
TOTAL (12) CHILD DEVELOPMENT FUND PO's 900.00
TOTAL (13) CHILD NUTRITION FUND PO's 100,843.15
TOTAL (21) GENERAL FUND PO's 840.00

SEPT 2023 CHANGE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
9234	AMAZON CAPITAL SERVICES, INC.	2023-24 BLANKET	0100	SPED	2,800.00
9257	AMAZON CAPITAL SERVICES, INC.	2023-24 BLANKET	0100	ROBOTICS	2,000.00
9252	AMAZON CAPITAL SERVICES, INC.	2023-24 BLANKET	0100	RV	1,975.00
9503	AMAZON CAPITAL SERVICES, INC.	2023-24 BLANKET	0100	ED SERVICES	2,500.00
9448	REECE PLUMBING	2023-24 BLANKET	0100	M&O	12,000.00
9250	AMAZON CAPITAL SERVICES, INC.	2023-24 BLANKET	0100	M&O	1,000.00
					\$ 22,275.00
9257	AMAZON CAPITAL SERVICES, INC.	2023-24 BLANKET	0800	ASB TDS	3,000.00
					\$ 3,000.00
9185	ES FOODS	2023-24 BLANKET	1300	Child Nutrition	8,190.24
9414	GROSSMONT UNION HIGH SCHOOL DISTRICT	2023-24 BLANKET	1300	Child Nutrition	18,037.50
					\$ 26,227.74
					\$ -

TOTAL CHANGE ORDERS \$ 51,502.74

TOTAL (01) GENERAL FUND CO's 22,275.00
TOTAL (08) ASB FUND CO's 3,000.00
TOTAL (12) CHILD DEVELOPMENT FUND CO's 0.00
TOTAL (13) CHILD NUTRTION FUND CO's 26,227.74
TOTAL (21) BOND FUND CO's 0.00

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 2023

Agenda Item:

Show Choir / Dance Booster Club

Background (Describe purpose/rationale of the agenda item):

Parent group to fundraise for show choir and dance programs

Fiscal Impact (Cost):

Click here to enter text.

Funding Source:

Click here to enter text.

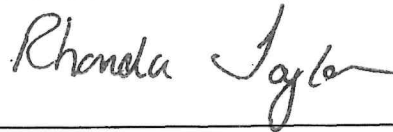
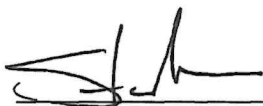
Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: LMS

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature

Rhonda Taylor, Superintendent

Reviewed by Cabinet Member



This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

**BYLAWS OF THE
Lakeside Vocal Music and Dance Booster**

October 12, 2023

Article I

Name and Address

Section 1. Name. The name of this organization will be Lakeside Vocal Music and Dance Booster (“LVMDB”). The organization is a California non-profit public benefit 501(c)(3) corporation, filed August 21,2023.

Section 2. Address. The organization’s address is:

Lakeside Middle School (“LMS”)

11833 Woodside Ave

Lakeside, CA 92040

Article II

Purpose

The LVMDB is organized and operated for the charitable and educational purposes of promoting and supporting Lakeside Middle School’s (“school”) vocal, show choir, and dance education programs, activities, and events and the school’s Vocal Music and Dance Instructor(s) (“VMD Instructor(s)”) at the school. The organization will acquire and disburse of funds, receive donations, and exercise control over the same in order to promote the artistic, performance, and educational success of the Aptitude show choir, Adrenaline show choir, Harmonies vocal group, dance physical education classes, competitive and performance dance teams and classes, and/or other vocal music ensembles and dance ensembles of the school that may be created in the future (“Programs”). All funds received will be irrevocably earmarked for these non-profit purposes. The organization will operate in accordance with applicable federal, state, and local laws and

regulations including the policies and regulations set forth by Lakeside Middle School and the Lakeside Union School District.

Article III

Relationship with School Administration, Vocal Music, and Dance Instructor(s)

The organization will operate in full support of the School Principal, VMD Instructor(s), and associated paraprofessionals. At no time should the organization make recommendations or become directly involved in the day-to-day operation of the school's Programs. The organization serves only to support the Programs. Any donations made to the District, whether monetary, equipment, supplies, etc. becomes property of the District.

Article IV

Membership

Section 1: Qualifications. All parents and guardians with a child enrolled and attending the school, student alumni, past members of the organization, and school staff will be eligible for membership in the organization ("Member(s)").

Section 2: Dues. Each person who makes a contribution of not less than ten dollars (\$10.00) to the organization shall be a Member. Membership is for the fiscal year in which the donation is made, and expires June 30th each year. There shall be no additional dues, fees or assessments of Members, except as they may be solicited for donations from time to time.

Section 3: Voting Members. Except as otherwise provided by law or by these Bylaws, the decision of a majority of Members present and voting at a duly held meeting is the decision of the membership. The Principal and VMD Instructor(s) will be non-voting, advisory members of the organization.

Section 4: Rights and Responsibilities. All Members with students currently enrolled in one or more of the Programs will have the right and/or responsibility to attend meetings, attend events sponsored by the organization, serve on committees, be nominated, and elected to office, approve the annual budget, approve amendments to these bylaws, and examine the records of the organization.

Section 5: Meetings. All general meetings of Members, ad hoc meetings, special meetings, and Executive Board meetings will be open to the public, and any Member making a request will be given an opportunity to address the Executive Board on any item on the agenda. In addition, during the course of every meeting, the Executive Board must allow any Member an opportunity to address the Board concerning the organization's issues or matters not on the agenda that are consistent with the purpose of the organization.

Section 5. No Liability. No Member of this organization will be personally or otherwise be liable for any of the debts, liabilities, or obligations of this organization.

Article V

Parliamentary Procedures

The procedural rules contained in the current edition of Robert's Rules of Order-Newly Revised shall govern the organization meetings in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the organization may adopt.

Article VI

Executive Board

Section 1: Officers. The Executive Board will consist of, at a minimum, the following officers: President, Vice President, Secretary, Treasurer, Program Coordinator and Auditor. The duties of Executive Board positions that are not filled will be absorbed by other officers of the Executive Board. The Executive Board reserves the right to add or restructure executive officer positions each year based on the annual needs of the organization. Positions may be added or restructured by a majority vote of the Executive Board. Duties of added or restructured positions not already set forth in Article VII below shall be incorporated into the Bylaws as soon as possible.

Section 2: Powers & Authority. The Executive Board will have the general power and authority to do all the acts and perform all the functions which the organization might do or perform, including the administration of all business and expenditure of funds on behalf of all members, and as otherwise prescribed by these Bylaws and the parliamentary authority adopted by the organization. Specific powers of the Executive Board, are as follows:

- A. To determine the means by which LVMDDB will raise funds to conduct and support the Programs.
- B. Appoint persons or committees to carry out such fund-raising activities or support the Programs.
- C. To plan and implement publicity in print and broadcast media, including any relevant social media pages, for LVMDDB and the Programs throughout the year.
- D. To coordinate purchase of tickets including collecting money and arranging for payment for any performances, competitions, trips, or any activities related to the Programs.
- E. Any Program activities where transportation and supervision are needed will be planned and carried out in accordance with District policy regarding field trips and excursions. (See LUSD Board Policy and Administrative Regulations 3541.1: School Related Trips) and will coordinate through the District for any transportation and supervision needed for the Programs including performances, competitions, school sponsored or sanctioned trips, or any activities related to the Programs. This includes arranging parent drivers and chaperones for any performances, competitions, school sponsored or sanctioned trips, or any activities related to the Programs. All chaperones must be approved by the Principal and VMD Instructor(s) who will brief the chaperones on their roles and responsibilities.
- F. To coordinate for third party professionals after school hours, will obtain facility use agreement from LUSD and provide proof of insurance to ensure the organization is operating in compliance with all applicable federal, state and local laws and regulations including the policies and regulations set forth by the Lakeside Union School District.
- G. General supervision of the affairs of the organization between their business meetings, make recommendations to the organization, and will perform such other duties as specified in these Bylaws or are requested by the VMD Instructor(s).
- H. Authority to purchase and maintain liability insurance for all members or chaperones (as appointed and approved by the Principal and VMD Instructor(s)) to the fullest extent permitted by law, insuring them against all expenses, claims, liabilities, judgments, fines, settlements, and other amounts and reasonably incurred by them in

connection with the performance of their duties described herein, and to provide the District with evidence of liability insurance as required by law.

- I. Any other duties or powers that may be necessary to support the Programs or the purpose of this organization as described in these Bylaws.
- J. The LVMDB will not engage in any unlawful discrimination.

Section 3: Nomination Committee. A Nominating Committee of three Members must be appointed by the President at least 30 days before any election is to be held for any Executive Board position or at the April Member meeting. All Members of the organization will have the opportunity to run for office on the Executive Board. The Nominating Committee will present a list of candidates for office which represents all Programs at the Annual Meeting in May of each fiscal year. Before elections take place, additional nominations from the floor will be accepted.

Section 4: Election and Term. Officers of the Executive Board will be elected by a simple majority vote of the Members present at the Annual Meeting. The term of any officer on the Executive Board will be for one year, or until their successors are elected, and their term of office shall begin at the close of the Annual Meeting at which they are elected, except the outgoing treasurer who will remain in office until the Annual Budget Report is filed. No Member will be eligible to serve more than three consecutive terms in the same office. When two Members of the same household are nominated as prospective officers, the nominations must be reviewed and approved by the seated Executive Board.

Section 5: Resignation. Any officer desiring to resign from the organization shall submit their resignation in writing to the Secretary who shall present it to the Executive Board for action.

Section 6: Removal. Any officer can be removed from office by an affirmative vote of two thirds (2/3) of the Executive Board.

Section 7: Vacancies. Vacancies occurring less than three months prior to the Annual Meeting shall be filled by an appointment made by the Executive Board. Vacancies occurring more than three months prior to the Annual Meeting will be filled by special election. If the President is unable to complete the term of office, the Vice President shall succeed the President. Replacement of the Vice President shall be in accordance with Section 7 of this Article.

Article VII

Duties of the Executive Board

Section 1: President. The duties of the President are as follows:

- A. Attend and preside at all Executive Board and Member meetings or designate another Board Member to preside.
- B. Direct the activities of the organization.
- C. Be a member, ex-officio, of all committees except the Nominating Committee.
- D. Be the custodian of all organization property, documents, and records; and deliver promptly to their successor all such matters under their control.
- E. Appoint such committees as are necessary to carry out the functions of the organization.
- F. Communicate regularly with organization members.
- G. Meet with VMD Instructor(s) and submit financial statements to same.
- H. Nominate Parliamentarian (optional).
- I. Be an official co-signer of checks.
- J. Call Special Meetings of the Executive Board at his or her discretion.
- K. Sign all contracts or agreements, which binds the organization monetarily or otherwise, upon approval of the Executive Board. The President must not sign any contract or agreement without prior approval of the Executive Board.
- L. Publicize the time and place of all meetings.

Section 2: Vice-President. The duties of the Vice-President are as follows:

- A. Work cooperatively with the President on all organization matters.
- B. Work cooperatively, and coordinate information/activities with parent representatives from all Programs and for all events or activities.

- C. Assist Program Coordinator to coordinate social events and activities.
- D. Assist the fundraising chair on fundraising events.
- E. In the absence of the President, the Vice-President shall assume all duties and responsibilities of the office of President.
- G. Perform such additional duties as may be assigned by the President.
- H. Be an official co-signer of checks.

Section 3: Secretary. The duties of the Secretary are as follows:

- A. Be responsible for recording all minutes of organization Member and Executive Board meetings and forward a typed copy to the President, VMD Instructor(s), and Executive Board within fourteen (14) calendar days. Copies of minutes of all Executive Board meetings held since the last general Member meeting are to be available at general Member meetings.
- B. Maintain and have on-hand for reference at all meetings a copy of the minutes of previous meetings, a list of all standing committees, and current special ad hoc committees.
- C. Count and record the results of all votes when called upon to do so by the Presiding Officer at meetings.
- D. May record all sizable and special donations made to the organization and write a thank you note to the donating party.
- E. Maintain and have on hand for reference at meetings a copy of the Bylaws, Special Rules of Order, Robert's Rules of Order - Newly Revised, and all amendments or revisions thereto.
- F. Perform such additional duties as may be assigned by the President.
- G. Be an official co-signer of checks.
- H. Have all the duties of the President, during the absence of the President and Vice President.

I. Work with the Executive Board to prepare the agenda for the meetings which will be emailed to all members at least five (5) days before the meeting.

J. Deliver promptly to their successor all such matters under their control.

Section 4: Treasurer. Duties of the Treasurer are as follows:

A. Be responsible for maintaining the checking and savings accounts.

B. Be responsible for maintaining all past, current, and future monetary records of receipts and disbursements pertaining to the organization, and deliver promptly to their successor all such matters under their control.

C. Be responsible for the receipt and the timely disbursement of all funds accrued or owed by the organization.

D. Be responsible for preparing a monthly Treasurer's Report to be presented at Executive Board and general meetings and record the status of the Treasury at called meetings of the organization.

E. Have books in order and available for a semi-annual audit by the Audit Committee/Auditor.

F. If required, submit annual end-of-fiscal year tax reports.

G. Be responsible for ensuring that the appropriate signatures are on file at the banking agency.

H. Serve as Team Leader of the Finance Committee.

I. Be an official co-signer of the checks.

J. Perform such additional duties as may be assigned by the President.

K. Provide the District with any and all banking institutions where LVMDB's account(s) are held.

Section 5: Program Coordinator. The duties of the Program Coordinator are as follows:

A. Work cooperatively with the VMD Instructor(s), student leaders, parent

representatives, and volunteers on all events or activities requiring student participation.

B. Work with the Treasurer to manage expenses for events and activities, including school sponsored or sanctioned trips.

C. Perform such additional duties as assigned by the President or VMD Instructor(s).

D. Assist the Executive Board with coordinating social events and activities.

E. Oversee fundraising committees for all organization fundraisers which do not depend on direct student participation.

F. Work with the VMD Instructor(s) and Executive Board to coordinate events and activities with other schools, or for other performing arts programs or organizations or performing arts and education opportunities.

Section 6: Auditor. The duties of the Auditor are as follows:

A. Work cooperatively with the Treasurer/Bookkeeper.

B. Perform semi-annual audits of the books to ensure accuracy.

C. Perform such additional duties as may be assigned by the President.

D. Grant District the right to audit the LVMDB's financial records at any time, either by district personnel or a certified public accountant.

Section 7: Parliamentarian. The duties of the Parliamentarian are as follows:

A. Work cooperatively with the Executive Board Members.

B. Be knowledgeable about and ensure these Bylaws are followed.

C. Provide guidance on Robert's Rules of Order-Newly Revised when applicable as well as any special rules of order the organization may adopt.

D. Perform such additional duties as may be assigned by the President.

Article VIII

Meetings of the Executive Board

Section 1: Chairperson. The President of the organization will be the Chairperson of the Executive Board.

Section 2: Meetings. The meetings of the Executive Board will be held once each month throughout the fiscal year except for the months of December, June, and July. Meetings will be held at the Lakeside Middle school and will be open to all members. A notice stating the time, date, and place of the meeting and the general nature of the business to be transacted therein must be provided to every officer on the Executive Board at least 5 days prior to the meeting. Additional meetings of the Executive Board can be called by the President, VMD Instructor(s), or upon the written request of three members of the Executive Board.

Section 3. Voting. Only the elected officers of the organization are voting members of the Executive Board and at the Executive Board meetings. The VMD Instructor(s) will act as an advisor to the Executive Board and the organization. Voting at the meetings must be in person and there will be no proxies, with the following exception: In cases where a decision must be made, time is of the essence, and a meeting is impractical, a vote by Zoom (or similar video service) or email may be conducted. For each item requiring a vote, there must be discussion, a motion, a second, and a vote, and participation by a majority of the Executive Board members for the vote to carry. The Secretary shall print and keep on file any emails and prepare minutes of the exchange and results of the vote.

Section 4: Special Meetings. Special meetings of the Executive Board may be called by the President, VMD Instructor(s), or any two Board members, provided sufficient notice is given to each member of the Executive Board and time and place are designated. The President must publicize the time and place of these meetings.

Section 5: Quorum. A majority of the authorized number of officers on the Executive Board constitutes a quorum for the transaction of business. Except as otherwise provided, the act or decision of a majority of the Executive Board present at a duly held meeting at which a quorum is present is the act of the Board. Any action required or permitted to be taken by the Executive Board may be taken without a meeting if all officers on the Executive Board individually or

collectively consent in writing to such action. Such written consent or consents will have the same force and effect as the unanimous vote of the Executive Board.

Article IV

General Meetings

Section 1: The general meetings of the organization will be held at least three (3) times a year or as needed on a date to be set by the Executive Board, commencing with the Annual Meeting in May for the purpose of electing the Executive Board, informing Members about the activities of the organization, eliciting Member participation, and for transacting such other business as may come before the meeting. All meetings must be open to any parent, guardian, staff or faculty member or other interest person, but only Members are entitled to vote.

Section 2: Annual Meeting. The Annual Meeting shall be for the purpose of electing officers, receiving reports of officers and committees, and for parent-student decisions to be made regarding travel, if offered by the VMD Instructor(s), for the upcoming year. In cases of public emergency where an in-person meeting is not possible, general meetings may be held virtually, and votes conducted by electronic means.

Section 3: Notice of Meeting. Notice of meetings of Members must be given at least 10 days before the date of the meeting by posting such notice in a bulletin, newsletter or other communication distributed through the VMD_students at the school, on the bulletin at the entrance of the school and/or by first class mail. Such notice must state the date, time, and place of the meeting and the general nature of the business to be transacted. Any Member may elect, in writing, to waive his or her right to receive notice as provided in the preceding paragraph. Any such waive will remain in force until revoked by the Member. The date of record for determining who is a Member entitled to receive notice and to vote at any meeting must be 30 days prior to the date set for the meeting.

Section 4: Quorum. A quorum for the transaction of business at a meeting of Members will be constituted by the presence of five Members entitled to vote at that meeting. Except as otherwise provided by law or by these Bylaws, the decision of a majority of Members present and voting at a duly held meeting at which a quorum is present is the decision of the membership.

Section 5: Voting. Voting at the general meetings (when required) must be in person (or in accordance with Section 2 above) and not by proxy, and carried by a simple majority of the Members present at the meeting either in person or virtually, unless specified differently elsewhere in these Bylaws.

Section 6: Special Meetings. Special meetings can be called by the President, the VMD Instructor(s), or upon the written request of seven (7) Members at least five (5) days prior to the date of the meeting to allow for notification of the membership. The President must publicize the time and place of these meetings.

Article X

Committees

Section 1: Advisory Members. The VMD Instructor(s) and President will be advisory members of all committees.

Section 2: Audit Committee. An Audit Committee of members may be appointed by the President following the Annual Meeting in May to assist the auditor, whose duty is to audit the Treasurers' accounts at the end of January, and the end of June, each fiscal year. Alternatively, audits may be performed by a professional financial advisor of the Board's choosing. Results of the audit shall be reported at the meeting of the Executive Board and general organization meeting following completion of the audit.

Section 3: Other Committees. Other committees or Team Leaders, standing or special, may be appointed by the President or the Executive Board, when desired or necessary. The President must appoint a chairperson of each committee who may be asked to provide a committee report at each regularly scheduled Executive Board and General meeting.

Article XI

Fiscal Year

This corporation shall be on a fiscal year beginning July 1 and ending on June 30 annually.

Article XII

Funds

Section 1: Fundraising. Fundraising shall be conducted throughout the year to provide funds to support the operating expenses of the Programs. All Members will be asked to assist in these fundraising efforts. A double accounting system will be established where two members will count money. The Treasurer will receive a Cash Verification Form signed by at least two Members. A copy of the form will be kept on file by the team who counted the money. All funds must be given to the Treasurer in a timely manner. Any fundraising activities will be undertaken only after recommendations and approval by the Executive Board.

Section 2: Donations. Donations to LVMDDB will also provide a source of revenue for the operating expenses and must also be given to the Treasurer to be deposited in the organization's General Fund bank account. Funds donated to the organization belong to the organization which are to support the Programs, and may not be donated to other charitable or school organizations, classes, clubs, or programs, except by a request by the VMD Instructor(s) and majority vote of the Executive Board.

Section 3: Custodial Account. A Custodial Account must be maintained by the Treasurer. Funds in the Custodial Account are in trust with the organization for a specific purpose, must be used only for the directed purpose, and must not be commingled with the General Fund, unless the donor of those funds specifically directs otherwise.

Section 4: Contracted Items. Families may, at their discretion, contract with the organization to purchase student-related items such as: spirit wear, personal consumable items, travel, or access to optional activities as allowed by law and District policy, and specifically state law prohibiting mandatory fees for participation in educational activities offered by a school or school district. Items/travel/activities voluntarily contracted for must be provided at cost, unless specified otherwise to families. All payments by families for voluntarily contracted items/travel/activities must be maintained separate from the General Fund until such time as those funds are to be paid out for said contracted items/travel/activities on behalf of families. Families will receive an accounting of all items/travel/activities contracted for, along with a balance sheet showing payments and balances due, if any. Funds remaining at the end of the school year, or when the

family leaves the organization may not be transferred to another non-related family. However, funds may be: 1) carried forward to the next year for a returning student; 2) carried forward to the next year for use by a family member in the organization or 3) donated to the General Fund.

Section 5: Parent payments for tour opportunities. Once a final accounting is made of all tour related expenses, if it is determined that families over-paid for the tour, all remaining tour-related funds will be refunded to the families, unless the families wish to keep the funds on account to be used for other items/travel/activities (see Section 4 above).

Section 6: Signatures Required. The signatures of two elected officers of the Executive Board will be required for withdrawal of funds or for any request or approval for reimbursement. The person being reimbursed cannot co-sign nor be a member of the same household of the person seeking to be reimbursed. The VMD Instructor(s) cannot be a signer but must approve any withdrawal of funds, reimbursement request and the use of any withdrawal or reimbursement form.

Section 7: Annual Budget. The Finance Committee must submit a proposed Annual Budget to the organization no later than the August General Meeting of each year. An accountable \$100 petty cash fund must be included in the Budget to cover incidental expenses. The Budget shall be approved by a simple majority of the Members at such meeting.

Section 8: Reimbursements. To be reimbursed for purchases, a Payment Authorization/Request for Reimbursement form must be filled out and signed by the VMD Instructor(s) and an officer of the Executive Board. The receipt must be attached and have only reimbursable items. It must be submitted within 30 days of the close of event or activity.

Section 9: Routine Operating Expenses. Routine operating expenses (i.e., petty cash replenishment, operating supplies, fees, expenses, etc.), as contained in the General Budget, must be paid by the Treasurer when due.

Section 10: Unbudgeted Expenditures. In the event a firm commitment or expenditure of funds is necessary prior to the next scheduled General Meeting, the Executive Board may approve unbudgeted expenditures up to \$1,000.

Article XIII

Property Rights

Membership in the organization will not title or vest any of the members with any property rights or rights having monetary value of any kind whatsoever, including, but not limited to, property rights in the school of the organization.

Article XIV

Indemnification

Every member of the Executive Board, officer or member of the organization may be indemnified by the organization against all expenses and liabilities, including counsel fees, reasonably incurred or imposed upon such members of the Board, officer or member in connection with any threatened, pending, or completed action, suit or proceeding to which she/he may become involved by reason of her/his being or having been a member of the Board, officer, or member of the organization, or any settlement thereof, unless adjudged therein to be liable for negligence or misconduct in the performance of her/his duties. Provided, however, that in the event of a settlement the indemnification herein will apply only when the Board approves such settlement and reimbursement as being in the best interest of the organization. The foregoing right of indemnification must be in addition and not exclusive of all other rights which such member of the Board, officer or employee is entitled.

Article XV

Dissolution

Dissolution of the organization can be made by two-thirds (2/3) vote of the VMD Instructor(s), the Principal, and the organization President or their designee. In the event of dissolution, the property, and assets of the organization will be distributed as follows:

First: By payment of all debts of the organization, including the expense of dissolution.

Second: After payment of all debts, the remaining funds and property shall be re-directed to the Choir and Dance donation account maintained by the Lakeside Union School District.

Third: File dissolution proceedings with the appropriate School, District, County, and/or State Agencies.

Article XVI

Amendment of Bylaws

Section 1: These Bylaws may be amended at any meeting of the Executive Board by a two-thirds (2/3) vote of the Members present provided that the Executive Board has been notified in writing prior to the meeting, and the proposed Bylaw changes do not impact the voting rights of the organization's membership.

Section 2: When extensive amendments are required that may impact the voting rights of the organization membership, the Bylaws shall be reviewed by a Bylaws Revision Committee and amended in accordance with Section 1 of this Article. Thereafter, the amended Bylaws may be approved at any meeting of the organization by a two-thirds (2/3) vote of the Members present, provided that the membership has been notified in writing prior to the meeting.

Section 3: When approved, these Bylaws and their amendments shall be filed with the appropriate School, District, County, and/or State agencies.

Section 4: The District must first be sent any amendments of Bylaws for review prior to any meeting where there will be a vote by the Membership on the proposed changes to current Bylaws.

Resources

- 1. LVMD Calendar of Meeting Dates**
- 2. LVMD Executive Board Officers**
- 3. Sponsor Packages**
- 4. Membership Opportunities**
- 5. Donation Receipt**
- 6. Donation Form**
- 7. Cash Verification Form**
- 8. Payment Authorization/Request for Reimbursement Form**

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

Approval of the October contracts list for the fiscal year, 2023-24.

Background (Describe purpose/rationale of the agenda item):

Approval is requested for the attached list of agreements with outside vendors for fiscal year, 2023-24.

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund.

Addresses Emphasis Goal(s):

- #1: Academic Achievement #2: Social Emotional #3: Physical Environments

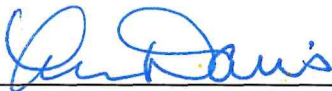
Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

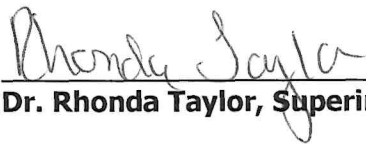
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LUSD CONTRACTS 2023-24

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
Grossmont-Cuyamaca Community College District	Performance of Wildlife Crossings	L2024-001	LP	10/19/2023	10/19/2023	\$125.00
DETOUR	Depositing Empowerment Through Outreach & Urban Redevelopment	V2024-71	TDS	10/12/2023	6/12/2024	Not To Exceed \$5,000
TideSpeak Language & Speech Therapy	Speech IEE Assessment	I2024-15	SPED	9/6/2023	6/30/2024	Not To Exceed \$2,000
San Diego Elite Sportz Inc.	10 Sessions @ \$30.00/Session Youth Sports Mentoring	I2024-16	TDS	10/2/2023	6/30/2024	Not To Exceed \$3000
Blue Coast (Jason Maletic)	WG Service Pole Replacement	V2024-72	MAINT	8/1/2023	8/4/2023	Not To Exceed \$880
Blue Coast (Jason Maletic)	LEAPP Preschool HVAC	V2024-73	MAINT	9/26/2023	6/30/2023	Not To Exceed \$4,400
Barona Museum and Cultural Center	Kumeyaay Educational Outreach	L2024-002	LP	11/9/2023	11/9/2023	\$0.00
Coast Music Therapy	IEP /IFSP	V2024-74	SPED	7/1/2023	6/30/2024	See Rate Sheet
Amplify	TK & 4th Grade Kits	V2024-75	ED SERVICES	7/1/2023	6/30/2024	\$5,553.86
Health and Human Services Agency, Public Health Services, MCFHS	Education and Preventive Services Live Well San Diego	V2024-76	Health Services		6/30/2028	None
San Diego Youth Science, LLC	Hands-on Science Lesson		Riverview	10/6/2023	10/6/2023	\$0.00
	Student Mileage Reimbursement (Feb. 2023)	T2024-001	SPED	2/7/2023	2/28/2023	0.655/mile

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Donations

Background (Describe purpose/rationale of the agenda item):

Per Board Policy #3290, the Governing Board may accept any gift, grant, or bequest of money, property, or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

Fiscal Impact (Cost):

Site specific

Funding Source:

None

Addresses Emphasis Goal(s):

#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Rhonda Taylor, Superintendent

Item	Approximate Value	Donated By	Designated for Use at:
\$40.00		Ron Kasper	LMS FFA program
backpacks with school supplies	Unk	Lakeside Community Center	District
school supplies	Approximate Value, \$200.00	Bernadette Kelly, Owner of La Palapa	District
\$104.00		Hot Bevs Coffee and Tea	TdS PTSA
\$5,000.00		Barona Band of Mission Indians	LMS Band Program
Backpacks with School Supplies	Unk	Realtor Kiki Parsons	District
\$14,900.01		PTA's from August – September	Various Sites

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

August - September PTA Donation Summary

Background (Describe purpose/rationale of the agenda item):

Fiscal Impact (Cost):

Funding Source:

Addresses Emphasis Goal(s):

- #1:** Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- Informational** **Denial/Rejection**
 Discussion **Ratification**
 Approval **Explanation:** [Click here to enter text.](#)
 Adoption

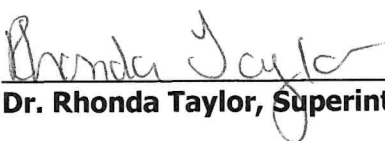
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

School Plan for Student Achievement

Background (Describe purpose/rationale of the agenda item):

Each school site is required to develop a School Plan for Student Achievement (SPSA) annually. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. California Education Code (EC) Section 64001 requires that a School Site Council (SSC), comprised of an equal number of staff members and parents/community members develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annual

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

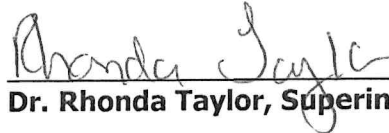
Originating Department/School: Educational Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:

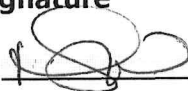


Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member



This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

Approval of Comprehensive School Safety Plans

Background (Describe purpose/rationale of the agenda item):

Per Board Policy, Comprehensive School Safety Plans must be Board approved by March of each year.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Educational/Student Support Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Lakeside Union Alternative Education "DREAM Academy"
CDS Code: 37 68189 6107742
District: Lakeside Union Elementary School District
Address: 11838 Valle Vista Rd.
 Lakeside, CA 92040
Date of Adoption: 09/21/2023
Date of Update:
Date of Review:
 - with Staff 09/20/23
 - with Law Enforcement 09/2022
 - with Fire Authority 09/2022

Approved by:

Name	Title	Signature	Date
Brooke Dexheimer	Principal		
Orit McConnell	SSC Chairperson		
Kit Buettgenbach	Classified Rep		
Victoria Jones	Teacher/Secretary		
Dean Neal	Parent		


Name	Title	Signature	Date
Sarah Murray	Parent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

- 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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)
Biological or Chemical Threat
Sniper Attack
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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

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

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

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

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

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

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

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

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lsusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

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

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. (cf. 4119.22 Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144- Discipline)

Gang-Related Apparel The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450- Comprehensive Safety Plan)(cf. 5136- Gangs)

Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed

(cf. 0420- School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-nets, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.

6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. (cf. 3260- Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066) (cf. 5121- Grades /Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities. Gang-Related Apparel At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in t

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location for your students and staff.

The outdoor location will be the lower playground or the upper parking lot. These are to be determined by the type and location of the emergency. In the case of a building fire, we will evacuate to the upper parking lot.

Before an event:

Identify off-campus evacuation site(s). Establish a memorandum of agreement with the evacuation site(s).

Due to our campus's location, no commercial property is available for evacuation by foot. All students would need transportation out of the area.

Provide the addresses of at least two off-campus locations that have agreed to your school population. Primary Off-Site Evacuation/Assembly Location

Organization: Lakeside National Little League

Address: 10030 Marathon Pkwy, Lakeside, CA 92040

Contact

Phone Number: (619) 596-6926

Organization: Lakeside Farms Elementary School

Address: 11915 Lakeside Avenue, Lakeside, CA 92040

Contact: Jim Rosa (Principal)

Phone Number: 619-390-2646 Date of Agreement: December 15, 2021

In the event of an airborne chemical or biological release, it is safest for s at the school site. Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeside Union Alternative Education "DREAM Academy" Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

DREAM Academy will review Safety Plans and Procedures with all staff in August 2023, Jan 2024, Mar 2024. Staff will participate in run/hide/fight training in Jan 2023.

The faculty meets regularly on Wednesdays to review student behavior as it affects learning in the classroom and the resources we have for students who need extra interventions in order to be successful.

Our staff is trained to record minor incidents and to follow up with major incidents immediately.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

Board Policies: BP5144 Discipline: The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Site-level rules shall be consistent with state law Board policies, and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School Administrators
4. School Security personnel, if any
5. For Junior high, students enrolled in the school.

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians (cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians (cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan (cf. 6159 - Individualized Education Program) (cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups (cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities (cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment (cf. 6158 - Independent Study) (cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation (cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

2. The student shall remain under a certificated employee's supervision during the period of restriction.

3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable.

(5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian. Students shall remain under the supervision of a certificated employee during the period of detention. Students may be offered the choice of serving their detention on Saturday rather than after school. (cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980) (cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT approved: September 17, 2012 Lakeside, California revised: June 27, 2019

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

Conduct Code Procedures

(J) Procedures to Prepare for Active Shooters

Run/hide/fight training for staff in Jan 2023. This training is done every other year.

Procedures for Preventing Acts of Bullying and Cyber-bullying

At DREAM Academy, we have cultivated a strong sense of community and kindness within our campus environment. We prioritize the development of meaningful relationships, not only within the classroom but also throughout the entire school community.

To foster this sense of community, our students engage in various community-building activities where they are paired with buddies. These activities are designed to be enjoyable while promoting collaboration, patience, and kindness as students work together to accomplish shared tasks.

Furthermore, our dedicated teachers incorporate Social and Emotional Learning (SEL) lessons into the curriculum, addressing topics such as bullying prevention, how to treat others with kindness, and the importance of empathy.

For middle school students, we offer access to the P3 app, which allows them to report instances of bullying, ensuring that any concerns are promptly addressed. We encourage all our students to become up-standers rather than bystanders and to reach out to a trusted adult if they believe bullying is taking place.

In addition to these initiatives, our 4/5 teacher has undergone training in the Hope Squad program and will be establishing a student Hope Squad on campus. We are also actively working towards the implementation of a peace-patrol or a similar student support group.

Recognizing the importance of digital citizenship, all our students participate in Digital Citizenship lessons. These lessons cover topics such as cyberbullying, how to identify it, and what steps to take if they encounter it online.

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is developed through consultation with community safety personnel to craft a comprehensive strategy aimed at ensuring the security of DREAM Academy. Subsequently, this plan undergoes a thorough review by the School Site Council (SSC) and is communicated to the staff. Should any modifications be deemed necessary, the SSC will examine and grant approval for the required adjustments.

Safety Plan Appendices

Emergency Contact Numbers

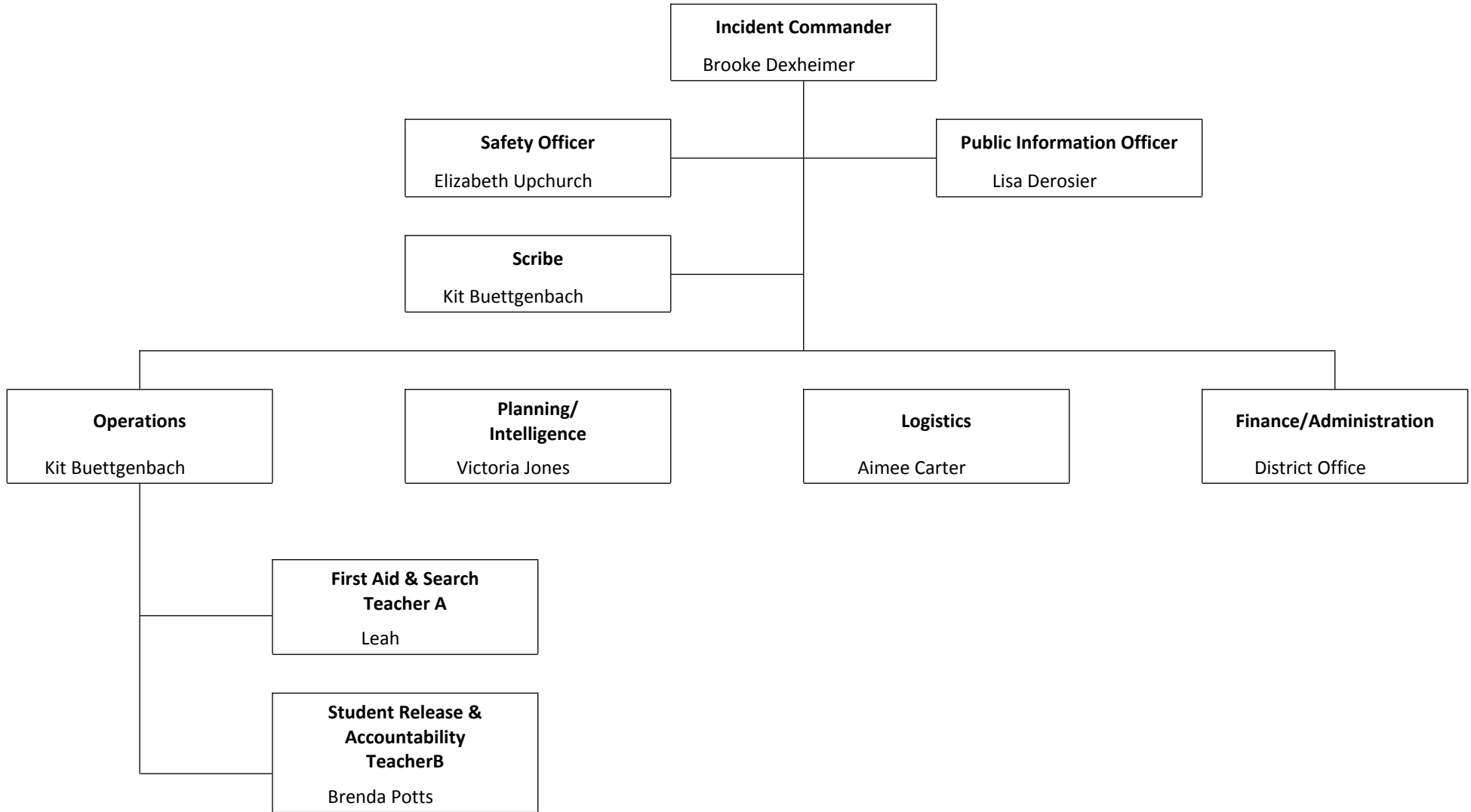
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		619-938-1360	
School District		619-390-2600	
Emergency Services		911	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Reviewed by SSC	9/21/23	
Safety Plan approved by SSC	9/21/23	
Safety Plan shared with staff	9/27/23	
Meet with Community safety officer	9/20/2023	

Lakeside Union Alternative Education "DREAM Academy" Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Incident Commander: Brooke Dexheimer

Planning & Intelligence: Victoria Jones

Operations: Kit Buettgenbach

Logistics: Aimee Carter

Finance & Administration: District Office

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

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9/25/23

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. **DO NOT LIGHT FLARES!**
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. 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 of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map



DREAM Academy SCHOOL SITE COUNCIL COMMITTEE

Lakeside Union School District | DREAM Academy

Meeting Date: September 21, 2023

Meeting Location: Room 5 3:00 pm

Legally Required Responsibilities (Please check the topic(s) to be covered at this meeting.)

-Train SSC on roles and responsibilities. - Election of officers/representatives on the district advisory committee (DAC) -SSC Self-Evaluation	8/31	-Review school data, including CA Dashboard indicators. -Review district LCAP. -Evaluate the effectiveness of the school's progress toward meeting SPSA goals & raising student achievement	School safety plan review & approval OTHER BUSINESS	9/21
Review & revise bylaws	8/31	SPSA development process (see SPSA development process in binder in SPSA tab for checklist) SPSA APPROVAL 23-24 SCHOOL YEAR	Needs Assessment, including specific needs of each student group	
ELAC and all school advisory committees meet regularly with SSC		Evaluate and revise school/parent compact & family engagement policy.	Approval of SPSA (not at the same meeting as SPSA review)	8/31

Brooke Dexheimer, Principal	X
Victoria Jones, Teacher	X
Kit Buettgenbach, Classified Rep	
Dean Neal, Parent	X
Orit McConnell, Parent	X
Sarah Murray, Parent	X

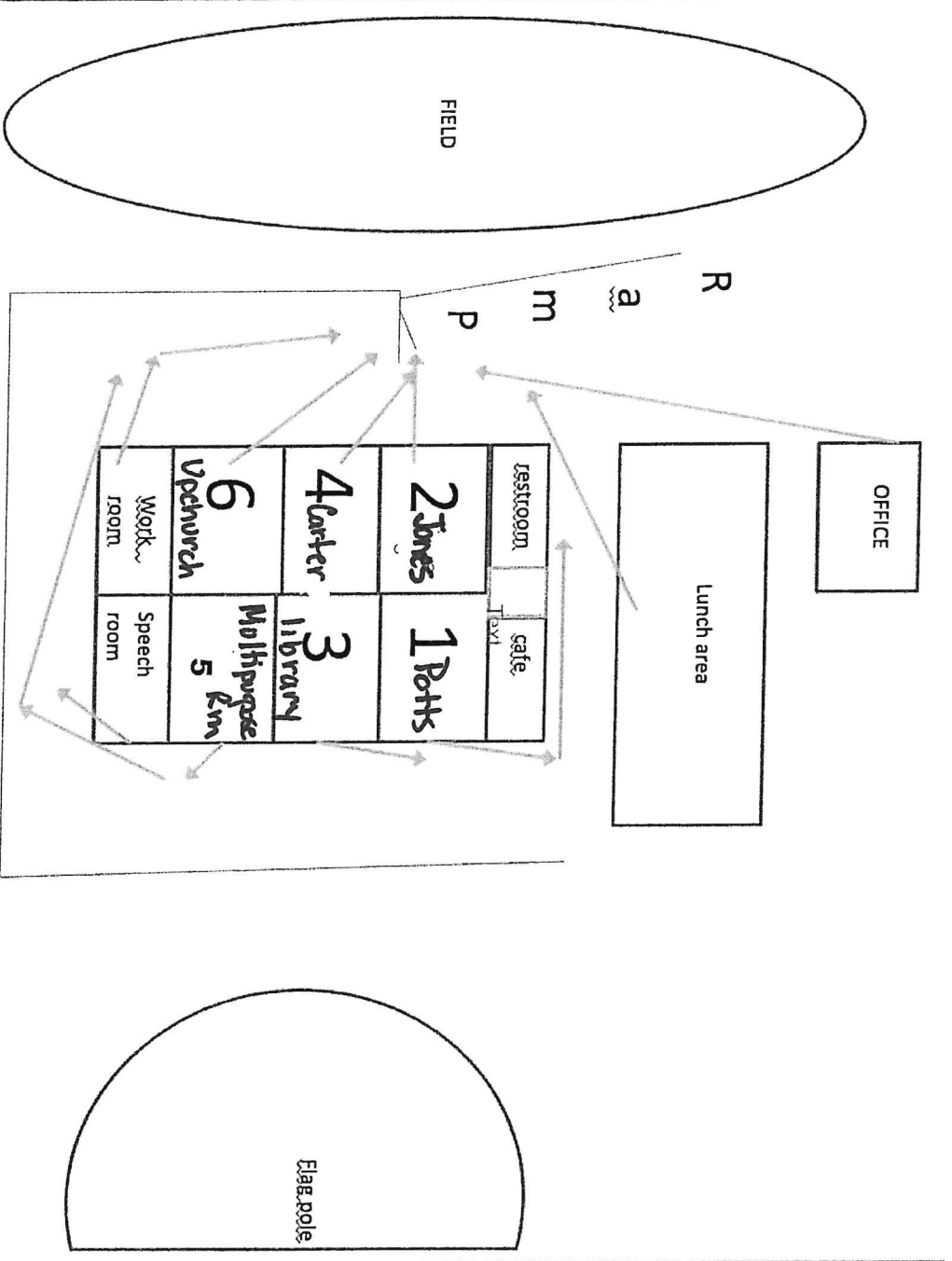
Agenda

- | | |
|--|-------------|
| 1. Call to Order (1 minute) 3:04pm | Chairperson |
| 2. Welcome & Introductions (1 Minute) | Chairperson |
| 3. Roll Call (1 minute)
Kit was only member not present. | Secretary |
| 4. Additions/Changes to Agenda/Approval:
Orit makes a motion and Dean seconds the motion to approve the agenda as it. Motion passed | Chairperson |

- | | |
|--|-----------------------|
| 5. Reading and Approval of Previous Minutes
Victoria made a motion to approve the minutes and Orit made a second motion. Motion passed. | Secretary |
| 6. Report of Officers/Committees
Dean is our district PAC representative | Chairperson |
| 7. Public Comment
None | Chairperson |
| 8. Legal Requirements
Review and approval of School Safety Plan
Talk about a trial run with transportation for our fire evacuation plan. Create emergency flip charts for classroom teachers. Orit made a motion to approve the School Safety Plan and Sarah seconded the motion. Motion Passed. | |
| 9. Unfinished Business
Bylaws review and revise and approval
Orit makes a motion to approve the Bylaws as written and Brooke seconded the motion. Motion passed. | Principal |
| 10. New Business:
The Booster Club had its first meeting last week. We want to continue having meeting to involve parents. | Chairperson/Principal |
| 11. Next Meeting October 19, 2023 | Chairperson |
| 12. Adjournment 3:58 | |

(Make sure principal and secretary sign off on last meeting's minutes after they are approved!)

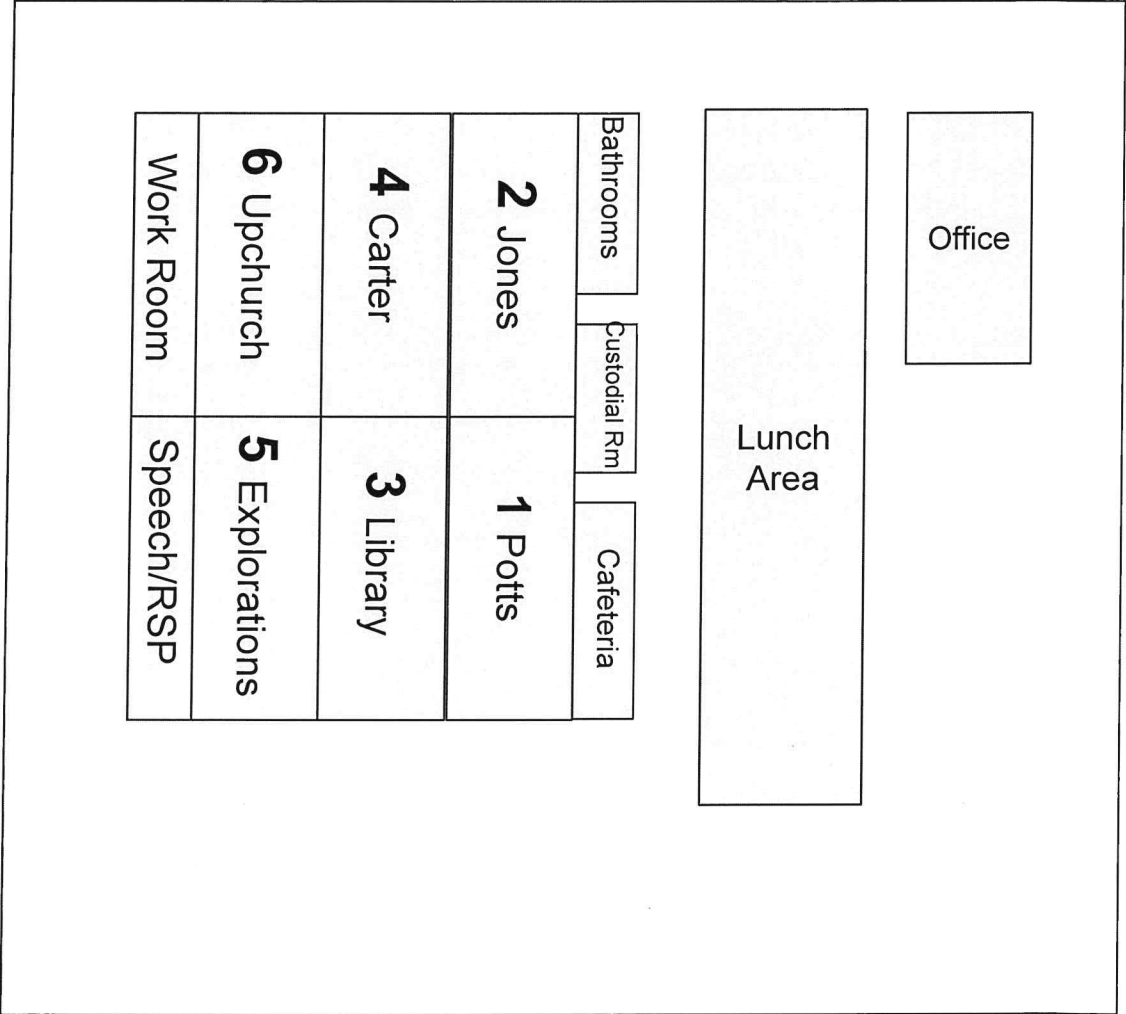
EVACUATION ASSEMBLY AREA DESIGNATIONS



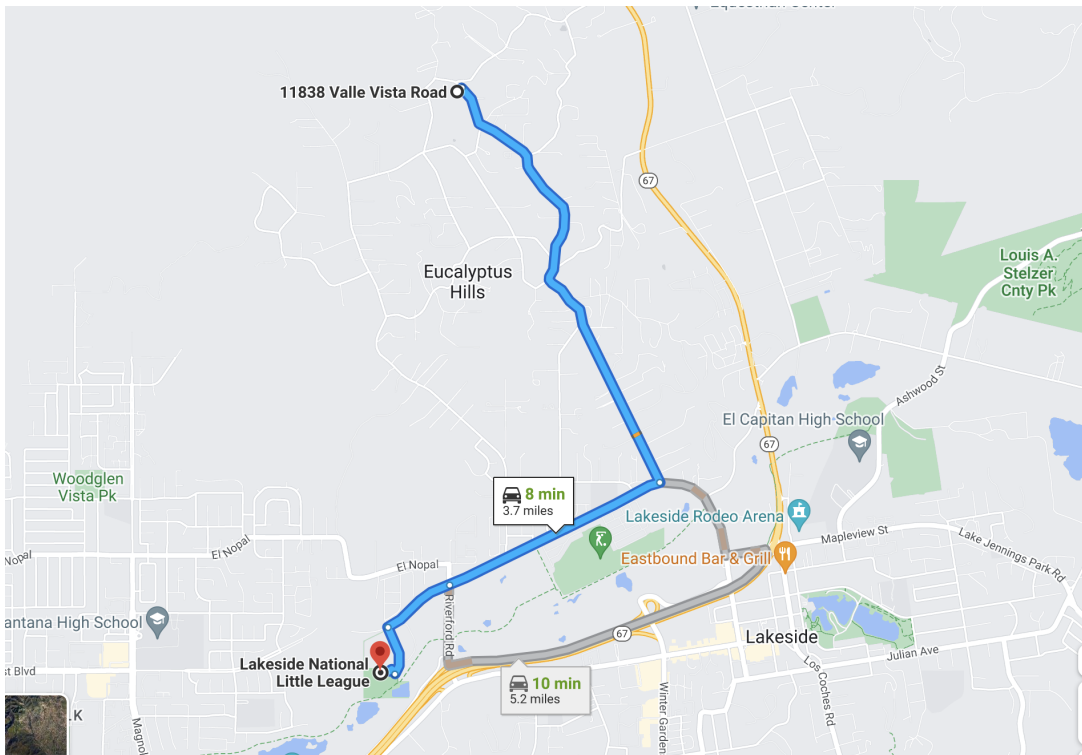
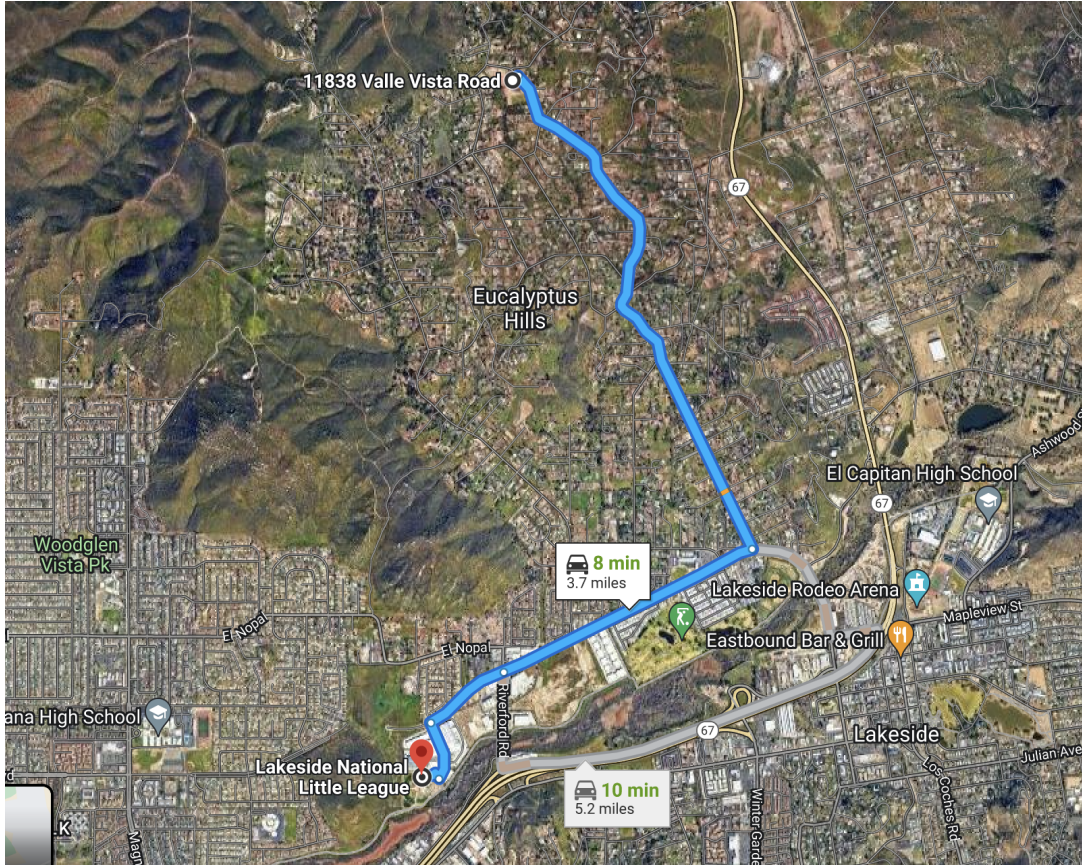
IN CASE OF EMERGENCY PLEASE PROCEED DOWN THE RAMP AND LINE UP QUIETLY ON THE PLAYGROUND

Play Ground

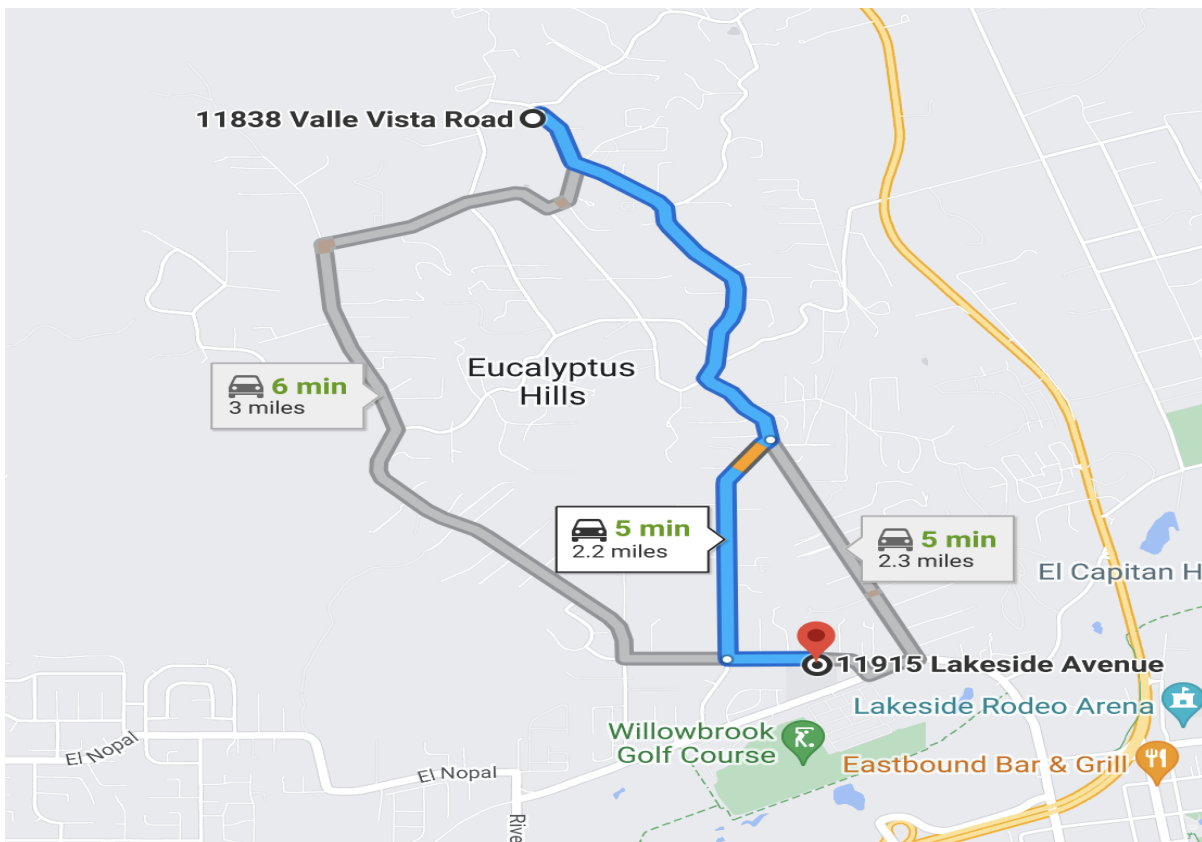
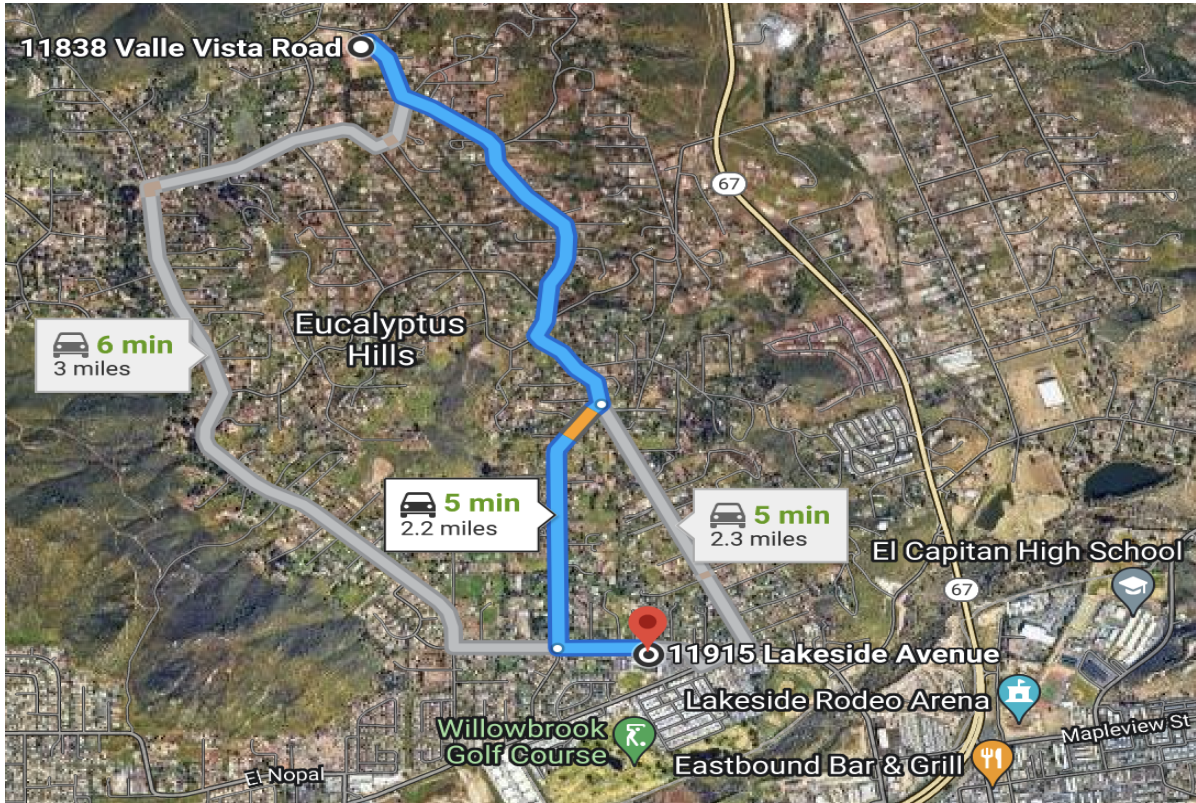
Ramp



Lakeside National Little League, 10030 Marathon Pkwy, Lakeside, CA 92040



11915 Lakeside Avenue, Lakeside, CA 92040



Comprehensive School Safety Plan

**2023-2024
School Year**

School: Lakeside Farms Elementary School
CDS Code: 37681896038343
District: Lakeside Union Elementary School District
Address: 11915 Lakeside Ave
Lakeside, CA 92040-0578
Date of Adoption: 9/1/23
Date of Update:
Date of Review:
- with Staff 9/6/23
- with Law Enforcement 9/20/23
- with Fire Authority 10/5/2023

Approved by:

Name	Title	Signature	Date
Jim Rosa	Principal		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the front office..

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

- 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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)
Biological or Chemical Threat
Sniper Attack
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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

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

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

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

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

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

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

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

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

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

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Lakeside Farms adheres to Lakeside Union School Districts Board Policy 5132: Dress And Grooming. The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

Lakeside Farms follows the Board Policy and school district guidelines.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Willowbrook Golf Course

Address: Lakeside, Ca 92040

Contact:

Phone Number: (619) 561-1061

Date of Agreement: September 2023

Organization: Lakeside Fire Station

Address: 12216 Lakeside Ave. Lakeside, CA 92040

Contact:

Phone Number: (619) 390-2350

Date of Agreement: September 2023

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeside Farms Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.
D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.
(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

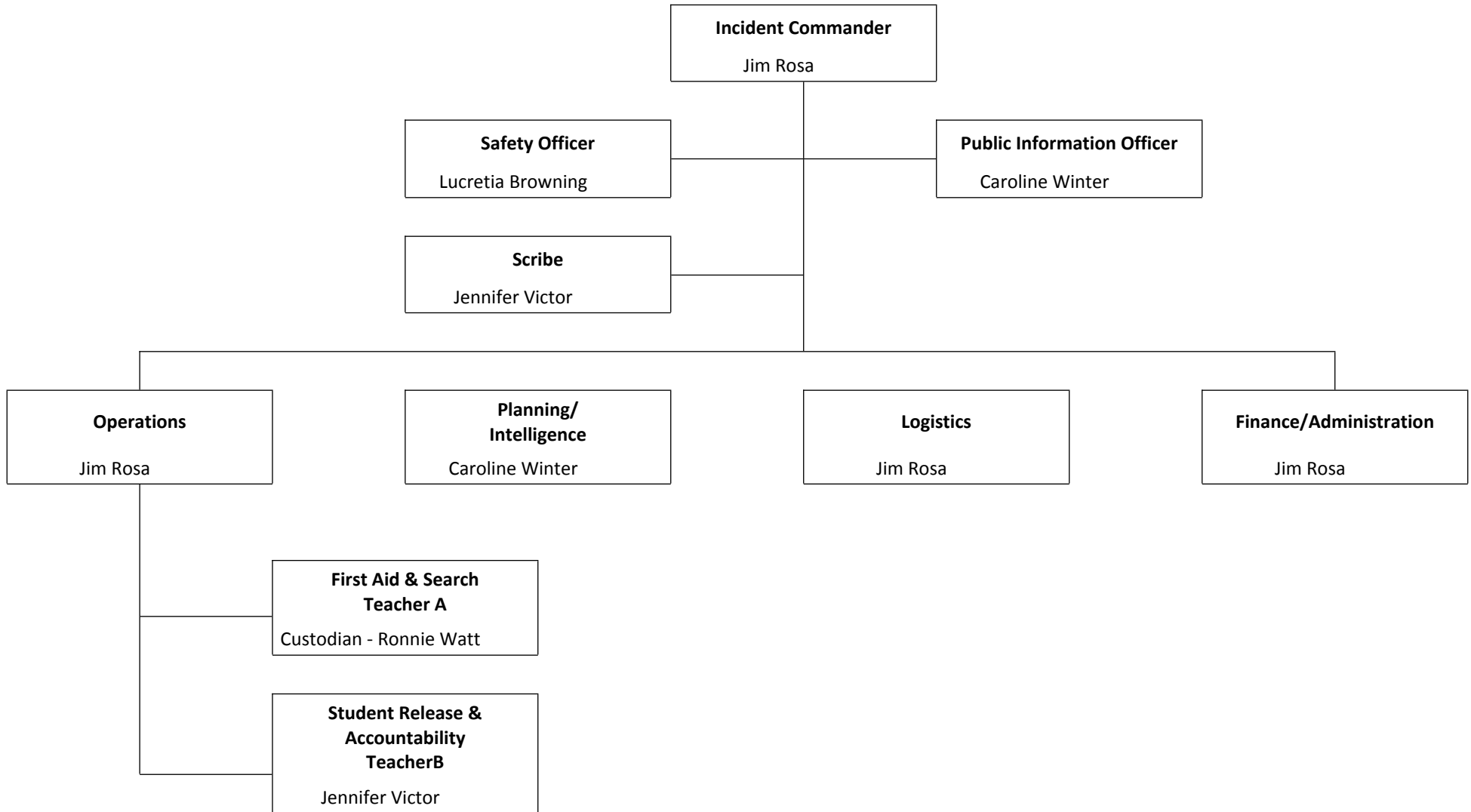
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff Meeting	9/6/23	
SSC	9/20/23	
Sheriff Safety Visit	9/20/23	

Lakeside Farms Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. 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 of the Campus Evacuation.


Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map


Lakeside Farms Elementary
Safety Plan Signature Page
2023-2024



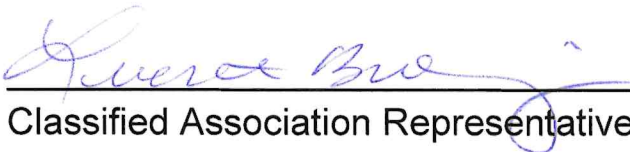
School Principal



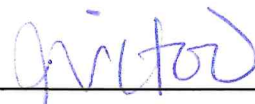
School Site Council




Teacher's Association Representative



Classified Association Representative

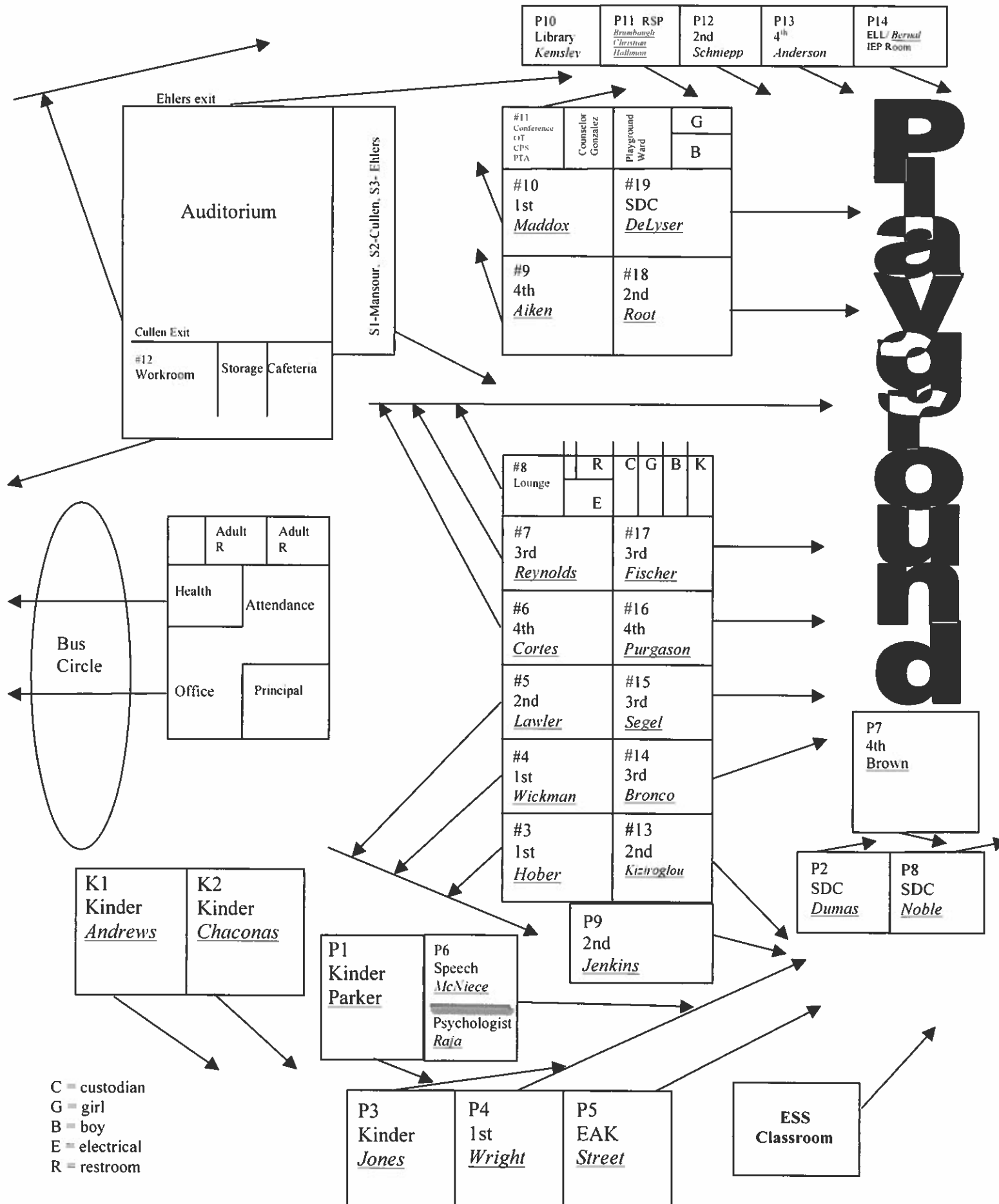


Parent Representative



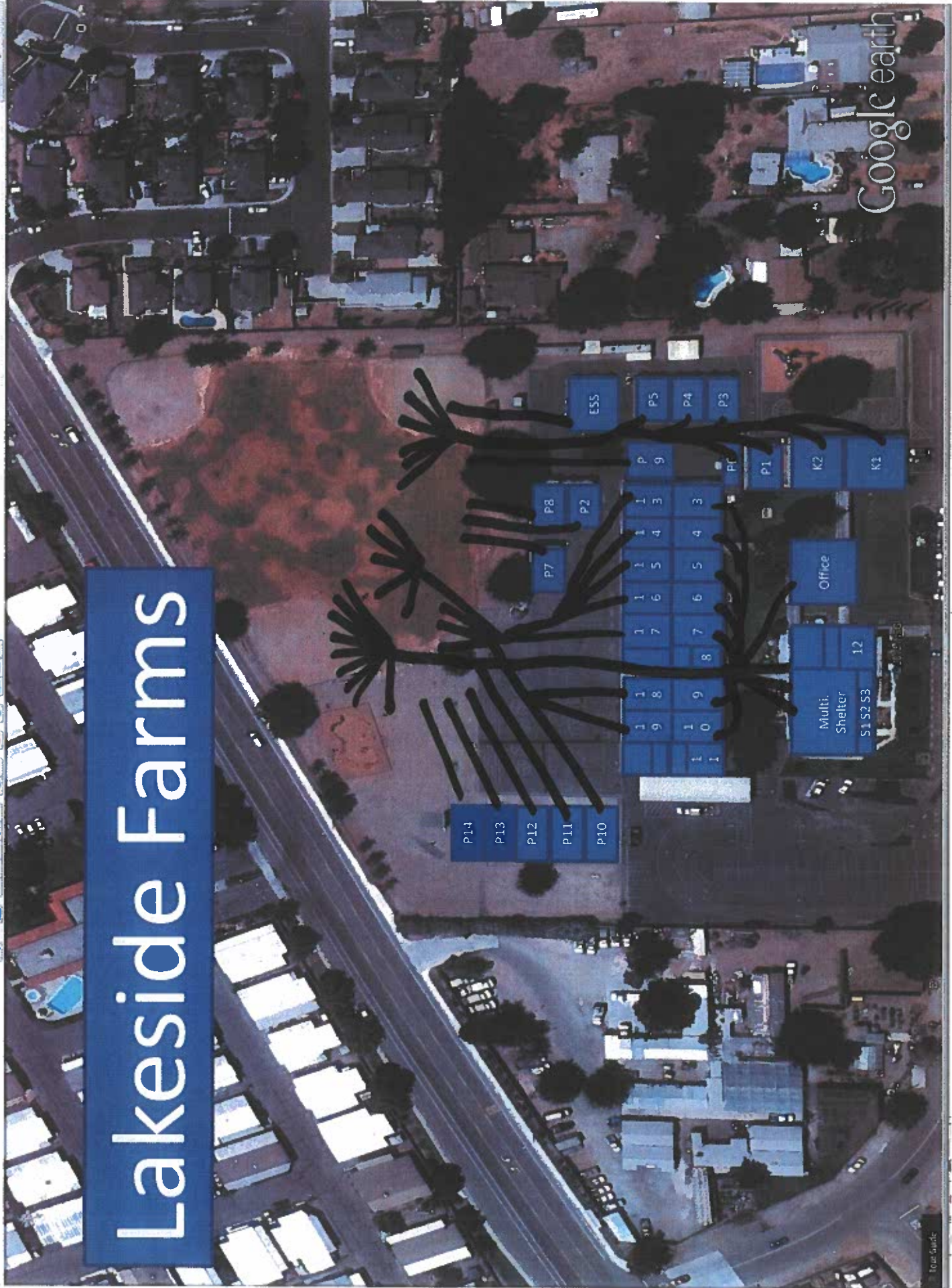
Law Enforcement Representative (optional)

LAKESIDE UNION SCHOOL DISTRICT 2018-2019 LAKESIDE FARMS ELEMENTARY MAP WITH FIRE EXIT ROUTES



Evaluation

Lakeside Farms



Google earth

Evacuation Route

Lakeside Farms

School Site
Evacuation

P14
P13
P12
P11
P10

P7

P8

P2

ESS

P5

P4

P3

P

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Office

Multi.
Shelter
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12

K2

K1

P6

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Google earth

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Lakeside Middle School
CDS Code: 37-68189-6038350
District: Lakeside Union School District
Address: 11833 Woodside Ave
Lakeside, CA 92040
Date of Adoption: November 5, 2023
Date of Update:
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Steve Mull	Principal		
Jim Mietzel	Assistant Principal		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

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

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

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

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

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

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

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

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

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

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

STUDENT DRESS POLICY

Please read before you buy clothes!

Lakeside Middle School is a place of learning. Student dress and appearance should reflect this image. Students should dress for success. Appropriate, modest clothing will not disrupt or detract from the educational process. In an effort to help parents and students choose appropriate clothing, the following guidelines have been established:

1. Students shall not wear any clothing that is offensive to others, or could harass, or have a negative impact on an individual's performance. Clothing should not create an intimidating, hostile, or offensive educational environment. This includes spiked jewelry, chains, and wallet chains.
2. Attire and personal belongings may not depict sexual connotations, racial terms, tobacco, alcohol, drugs, weapons, profanity/obscenity, violence, or gangs. Logos and clothing with double mixed messages are not permissible.
3. Writing or drawing on skin or clothing is prohibited
4. Pants must fit and be worn at the waist and pajama apparel (tops/bottoms) are not allowed.
5. Dresses, skirts, and shorts length must reach the mid-thigh. They must have a minimum 3 inch inseam. Cut-off shorts are not allowed.
6. No crop tops, bare midriffs, plunging necklines exposing cleavage, sheer shirts, cut-offs, tube/strapless tops, halters, bandeau tops, or spaghetti straps are allowed. Sleeveless tanks and shirts must be at least 2 inches wide at the shoulder. A tank top must be worn under muscle tanks that are cut low on the sides.
7. Underwear, boxer shorts, and muscle tank shirts must not be visible.
8. Hats, beanies, hoods, or other head coverings are not to be worn indoors.
9. Bandanas and sweatbands shall not be worn unless prior approval is granted by a site administrator.
10. Appropriate shoes must be worn at all times. Slippers of any kind may not be worn.
11. Makeup and hair shall be clean and neatly groomed.
12. Students are not allowed to bring or carry flags or blankets on campus.

Violations are determined at the discretion of the administration. Any violation of the dress code policy will be subject to disciplinary action.

Modifications to this basic policy may be made and announced, as deemed necessary by the administrators, any time during the school year.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: [[PRIMARY_OFF-SITE_ORGANIZATION]]

Address: [[PRIMARY_OFF-SITE_ADDRESS]]

Contact: [[PRIMARY_OFF-SITE_CONTACT_NAME]]

Phone Number: [[PRIMARY_OFF-SITE_PHONE_NUMBER]]

Date of Agreement: [[PRIMARY_OFF-SITE_DATE_OF_AGREEMENT]]

Organization: [[SECONDARY_OFF-SITE_ORGANIZATION]]

Address: [[SECONDARY_OFF-SITE_ADDRESS]]

Contact: [[SECONDARY_OFF-SITE_CONTACT_NAME]]

Phone Number: [[SECONDARY_OFF-SITE_PHONE_NUMBER]]

Date of Agreement: [[SECONDARY_OFF-SITE_AGREEMENT_DATE]]

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeside Middle School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Middle School will review Safety Plans and Procedures with all staff in August 2023, Feb 2024. Option-Based Safety Planning will be provided in January 2024. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

(J) Procedures to Prepare for Active Shooters

- Immediately move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door
- DO NOT OPEN THE DOOR FOR ANYONE Law

Enforcement and/or Site Administrator will use keys to unlock door

- Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the "Safe Wall," the wall least visible to the outside and most out of the line of fire
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Control all cell phone activity (no outgoing or incoming calls)

• If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on

- If safe to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by Site Administrator or

Law Enforcement

- If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. Only in the event that all available channels of communication are disabled and the injury is life threatening, slide Red Cross placard (found in the emergency packet) under the door

- Do not call office to ask questions; Incident Command will send out periodic updates
- Maintain order in all areas of shelter or assembly and await the arrival of Law Enforcement. Be ready for 2- Move students to nearest available safe location, without drawing attention. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems safest option

- Do not chase students that run. Let them go

- Do not go into rooms that cannot be secured and offer no way out
- If sheltering in a room and it's safe to do so, contact Incident Commander to document your whereabouts as well as any students/staff under your supervision. If sheltering in a room, follow procedures for

LOCKDOWN DURING CLASS TIME

Procedures for Preventing Acts of Bullying and Cyber-bullying

BULLYING

Harassment or bullying in any form is not tolerated at Lakeside Middle School. Any pupil or school staff member who believes he/she has or is being subjected to bullying or cyberbullying, as well as any person who has reason to believe a pupil or school staff member is being subjected to or has been subjected to bullying or cyberbullying should immediately make a report to a school staff member, teacher, or principal. Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator.

Complaints of bullying shall be investigated and resolved in accordance with site-level procedures. Incidents shall be reported per Education Code requirements.

If the bullying or cyberbullying include any aspect of a threat, the Principal or designee may report to local law enforcement.

The district may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

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

Harassing/Bullying behavior is characterized by the following:

? It is repeated - typically repeated over time.

? It is intentional - it is intended to hurt the target.

? It involves an imbalance of power or strength in favor of the individual engaging in the behavior.

DISCIPLINE AND CONSEQUENCES FOR HARASSMENT/BULLYING

If the Principal or designee believes that a student engaged in cyber bullying or bullying on school premises, or off campus, in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, he or she shall be subject to discipline in accordance with district policies and regulations. (District Policy 5131-student behavior, and 5145-sexual harassment). If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. Some acts of bullying or cyberbullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of bullying or cyberbullying that requires a response either at the classroom, school site, District level, or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of bullying or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion. In addition, bullying or cyberbullying using district technology violates Board Policy 6163.4. Consequences for cyberbullying occurring away from school grounds shall be imposed when the conduct materially and substantially disrupts school operations or interferes with the rights of others.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

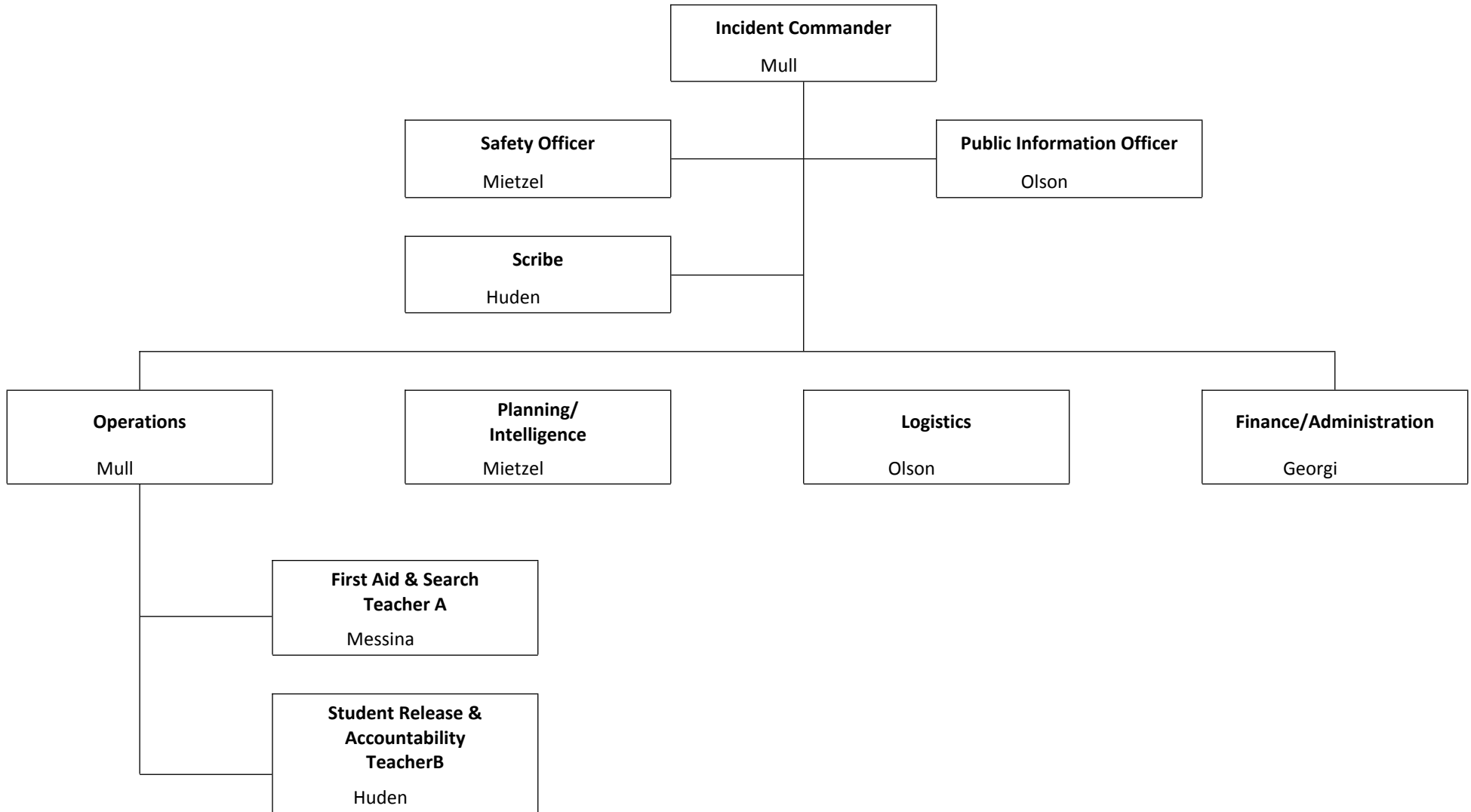
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lakeside Sheriff's Station	619-938-1360	
Law Enforcement/Fire/Paramedic	Santee Sheriff's Station	619-956-4000	
Law Enforcement/Fire/Paramedic	Lakeside Fire District	619-390-2350	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan review with staff	August 2023 / January 2024	
Site council	October 2023	

Lakeside Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND SYSTEM: OPERATIONS TEAM ASSIGNMENTS

OPERATIONS CHIEF ALTERNATE ALTERNATE

Steve Mull Jim Mletzel Sarah Carter

SEARCH AND RESCUE/ SITE SECURITY

TEAM 1 TEAM 2 TEAM 3 TEAM 4

TEAM LEADER Huden Mendoza Brothers Lent

Fearn Dungan Smith Messina

Seuferer Farris

MEDICAL

TEAM LEADER Rico

TEAM MEMBERS Cara Robledo

STUDENT CARE AND SUPERVISION

TEAM LEADER Olson Saake

TEAM MEMBERS Bush, Dobyms, Wear, Reyes Leves, McNellen Hartwig, Justeson Wollitz, Proctor, Ward

STUDENT RELEASE

TEAM LEADER Georgi

TEAM MEMBERS VanNest Hudson

CRISIS RECOVERY

TEAM LEADER Carter

TEAM MEMBERS Pamintuan, C. Mull

ALTERNATES

Tenney

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

- Date, time, and exact location of the release or threatened release

- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. 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 of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Comprehensive School Safety Plan

2023-2024 School Year

School: Lakeview Elementary School
CDS Code: 37681896038368
District: Lakeside Union Elementary School District
Address: 9205 Lakeview Rd.
Lakeside, CA 92040
Date of Adoption: 10/20/18
Date of Update: 9/25/2023
Date of Review:
- with Staff
- with Law Enforcement October 5, 2023
- with Fire Authority October 5, 2023

Approved by:

Name	Title	Signature	Date
Tiger Rowan	Principal		
Julie Alon	SSC President		
Cindy Hilliker	LTA Rep		
Jackie Siragusa	CSEA Rep		
Bianca Stanley	Parent Rep		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

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

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

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

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

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

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

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

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

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The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

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

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Lakeview Elementary School Comprehensive Safety Plan 82

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted. The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased. The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Lakeview Elementary School Comprehensive Safety Plan 83

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Grass Field on the Upper Playground

Off-Campus Evacuation/Assembly Location

Organization: Tierra Del Sol Middle School
Address: 9611 Petite Ln, Lakeside, CA 92040
Contact: Leslie Hardiman, Principal
Phone Number: (619) 390-2670
Date of Agreement: 10/3/2021

Organization: Our Lady of Perpetual Help Catholic Church
Address: 13208 Lakeshore Dr, Lakeside, CA 92040
Contact: Father Ron Buchmiller
Phone Number: (619) 443-1412
Date of Agreement: 10/3/2021

Prior to an event:

Identify off-campus evacuation site(s).
Establish a memorandum of agreement with the evacuation site(s).

Organization: Tierra Del Sol Middle School
Address: 9611 Petite Ln, Lakeside, CA 92040
Contact: Leslie Hardiman, Principal
Phone Number: (619) 390-2670
Date of Agreement: 10/3/2021

Organization: Our Lady of Perpetual Help Catholic Church
Address: 13208 Lakeshore Dr, Lakeside, CA 92040
Contact: Father Ron Buchmiller
Phone Number: (619) 443-1412 Date of Agreement: 10/3/2021

Primary Off-Site Evacuation/Assembly Location

Organization: Tierra Del Sol Middle School
Address: 9611 Petite Ln, Lakeside, CA 92040
Contact: Leslie Hardiman, Principal
Phone Number: (619) 390-2670
Date of Agreement: 10/3/2021

Organization: Our Lady of Perpetual Help Catholic Church
Address: 13208 Lakeshore Dr, Lakeside, CA 92040
Contact: Father Ron Buchmiller
Phone Number: (619) 443-1412
Date of Agreement: 10/3/2021

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeview Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023.

Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

- August return: PBIS review (including morning meeting); the "First 20 Days". September: staff meeting review of majors and minors.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures:

- Conflict Resolution, think sheets, alternative settings, time outs, loss of privileges, suspensions (last resort) sticker charts/positive rewards, self-&-match, CICO, counseling.

(J) Procedures to Prepare for Active Shooters

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.

If and when possible, call Administration and/or 9-1-1.

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom. Take roll

Conduct anxiety-reducing activities

Evacuation:

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/students with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Lakeview has daily morning meetings. Part of our PBIS plan's "First 20 Days" involves discussions about bullying. We also have lanyards ("caught you being good") rewards systems to encourage expected behaviors. Our counselor does class lessons (and also small group lessons) on preventing and bullying and dealing with bullying. We have two Wellness Together counselors on site, who see "high-risk" students individually, as well as whole-class lessons. Lastly, every staff member is committed to our positive behavior system, wherein we encourage expected behaviors and deal with bullying "in the moment" (conflict resolution).

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is reviewed every September and presented to the SSC, the LTA rep, a classified rep, and a parent. Changes include updating the "buddy list" and "operations teams" ... and giving updated copies to each teacher (to place into their red folder). Every other January, the "Hide, Run, Fight" training is to be given to the staff. Fire drills, earthquake drills, and lockdown drills are practiced throughout the year (once per month, one type each month).

Safety Plan Appendices

Emergency Contact Numbers

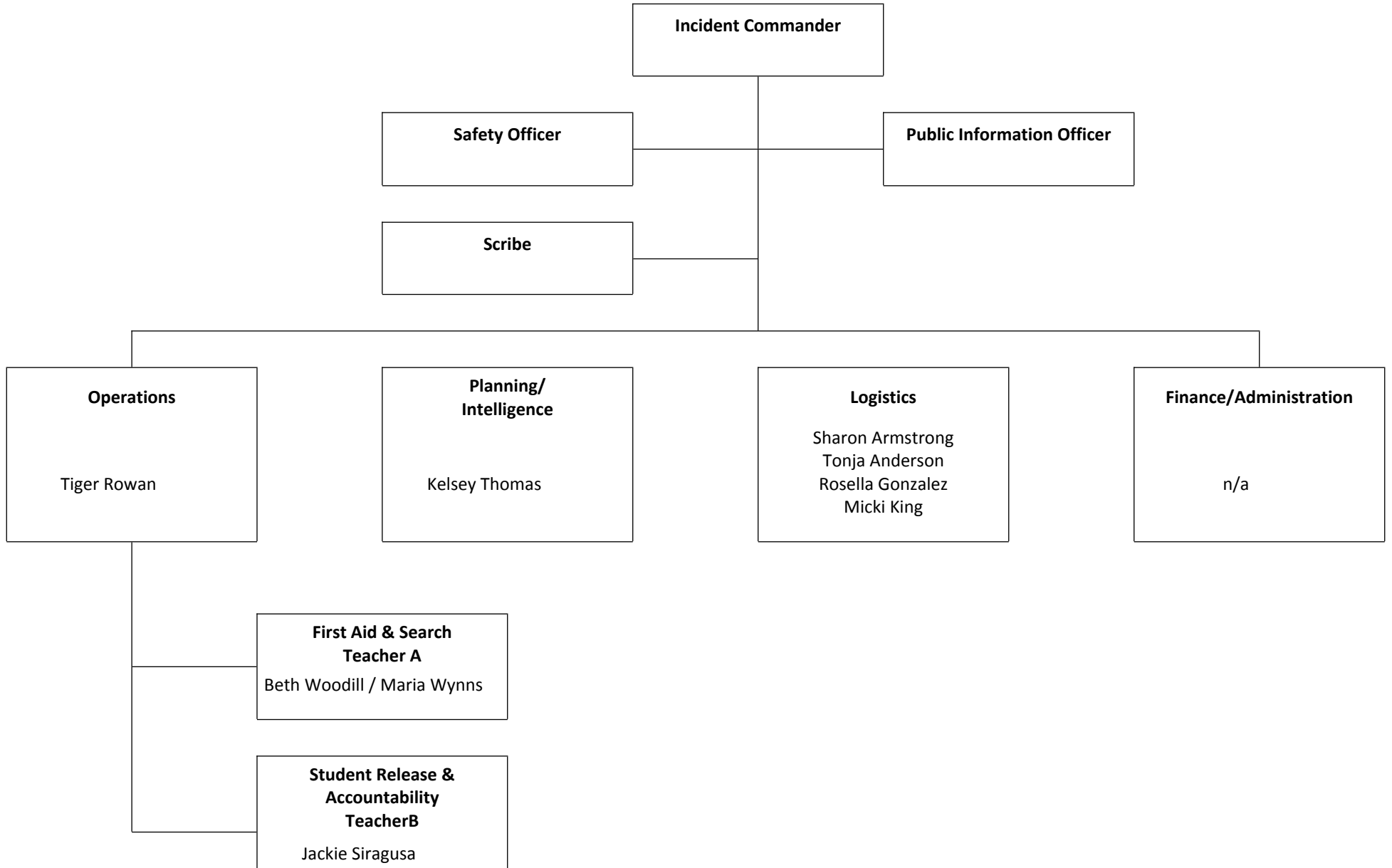
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sheriff	619-938-1360	
Law Enforcement/Fire/Paramedic	Fire Dept	619-390-2350	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Entire plan updated by principal.	September 2023	
Updated "Buddy Lists" and "Operation Teams" given to teachers.	September 2023	
Safety Plan presented to SSC, LTA rep, CTA rep, and parent rep.	September 2023	

Lakeview Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. 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:

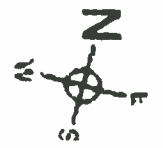
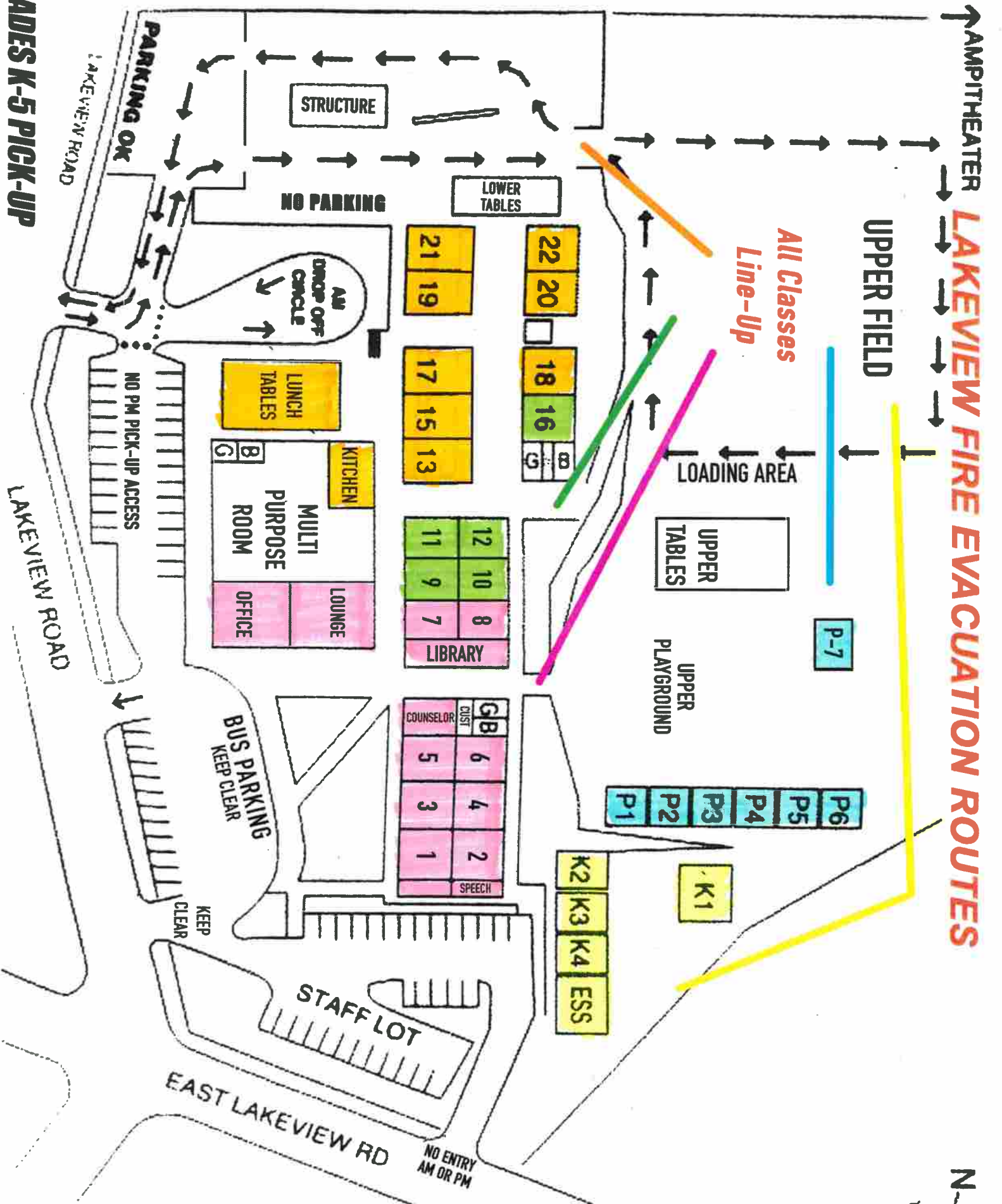
Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

LAKEVIEW FIRE EVACUATION ROUTES

GRADES K-5 PICK-UP



EVACUATION: TEACHER “BUDDY” LIST

Listed below are “Buddy” teachers for emergency evacuation purposes. Each teacher is responsible for assisting their “Buddy” teacher’s class with the evacuation process, should the need arise. The classroom emergency packet should contain current rosters for both classrooms.

BUDDY ASSIGNMENTS

	TEACHER	ROOM #	TEACHER	ROOM #
1.	O’Sullivan	K1	Hilliker	K2
2.	Barcellos	K3	Nuñez	K4
3.	Tourzani	Speech	OT Room & ESS	OT / 2
4.	Williams / Gries	1 / 3	Blum/McWay	2
5.	Preciado	6	Martinez	4
6.	Sardina/Castrejon	Counselor Library	Weldele/Garrison	Room 5
7.	Rodriguez	9	Turner	10
8.	Bender/Kennedy	11	Anderson	12
9.	Elson	13	Garlin	15
10.	Gonzalez/Cruz	17/19	Correia	21
11.	Castañeda	16	Ahumada	18
12.	Gilchrist	20	Drake	22
13.	Baca	P1	Thomas	P2
14.	Smith	P3	Galvez	P4
15.	King/Armstrong	P5/P6	Mello	P7

INCIDENT COMMAND SYSTEM: OPERATIONS TEAMS

OPERATIONS CHIEF	ALTERNATE	ALTERNATE
Tiger Rowan	Jackie Siragusa	Gelacio - AM

SEARCH AND RESCUE / SITE SECURITY				
	TEAM 1 (Check K Rooms & K Playground)	TEAM 2 (Check Even # Rooms & Lower Playground)	TEAM 3 (Check Odd # Rooms, Office & Lounge)	TEAM 4 (Check Portables on Upper Playground)
TEAM LEADER	Sharon Armstrong	Tonja Anderson	Rosella Gonzalez	Micki King
ALTERNATE	Priscilla Barcellos	PJ Gilchrist	Tom Thompson	Evy Baca
MEMBER	Janeth Cruz	Aymara Ahumada	Michelle Castrajon	Monica Mello

MEDICAL			
TEAM LEADER	Beth Woodill / Maria Wynns (Campus RN)		
TEAM MEMBERS	Monica Gries	DeAnna Rodriguez	Tamara Drake

INCIDENT COMMAND SYSTEM: OPERATIONS TEAMS (Cont.)

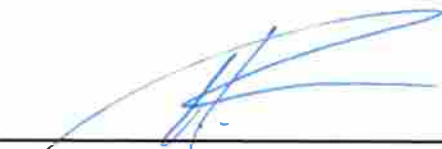
STUDENT CARE AND SUPERVISION			
TEAM LEADERS	Shawn Williams / Josie Sardina		
TEAM MEMBERS	Amanda Bender	Delaney Pendleton	Griselda Castañeda
	Karen Galvez	Maribelle Nuñez	Erika Woolsey

STUDENT RELEASE			
TEAM LEADER	Jackie Siragusa		
TEAM MEMBERS	Jessica Weldele	Anahita Tourzani	Natalie Wood

CRISIS RECOVERY			
TEAM LEADER	Kelsey Thomas		
TEAM MEMBERS	Lenny Correia	Patricia Smith	Amanda Elson

ALTERNATES			
Ashley O'Sullivan	Suzie Smith	OT Staff	* ESS Staff (If on campus)
* Playground Staff (If Applicable)	* Kitchen Staff (If Applicable)	* RSP Aides (If Applicable)	* Instr. Assistants (If Applicable)

Lakeview Elementary
Safety Plan Signature Page
2023-2024




School Principal




President, School Site Council



Teacher's Association Representative



Classified Association Representative

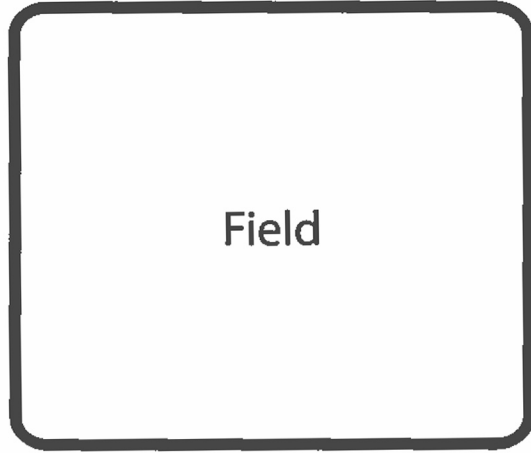


Parent Representative

Law Enforcement Representative (optional)

Lakeview Elementary
 9205 Lakeview Road, Lakeside, CA 92040
2023-2024

Amphitheater



Mello
P7

Playground

Armstrong
P6
Galvez
P5
King
P4
Smith
P3
Thomas
P2
Baca
P1

O'Sullivan
K1

Hilliker
K2
Barcellos
K3
Nunez
K4

ESS

22 Drake
20 Gilchrist

18 Ahumada
16 Castaneda
Boys
Cust.
Girls

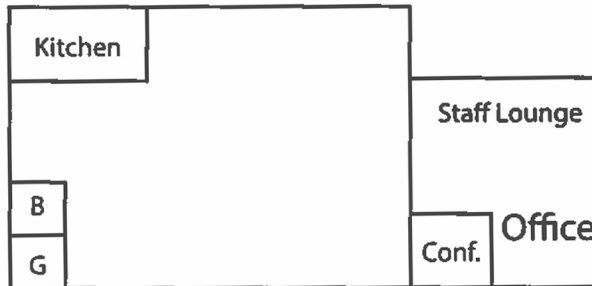
12 Anderson
10 Turner
8 Woolsey
11 Bender
9 Rodriguez
7 Stein
Library

G	B	6 Preciado	4 Martinez	2 Blum/ McWay	Speech
Custodian		5 Weldele	3 Gries & Thompson	1 Williams	OT/EL
Counselor					

21 Correia
19 Cruz

17 Gonzalez
15 Garlin
13 Elson

Lunch Area



L.V.

 = RSP Room

Drop Off Circle

Bus Circle

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Lemon Crest Elementary School
CDS Code: 37681896110092
District: Lakeside Union School District
Address: 12463 Lemon Crest Dr.
Lakeside, CA 92040

Date of Adoption:

Date of Update: 9/14/2023

Date of Review:

- with Staff 9/22/2023

- with Law Enforcement

- with Fire Authority

Approved by:






Name	Title	Signature	Date
Kelly Gilbert	Principal		
Amber Schaffer	SSC Member		
Susan Ayala	SSC Member		
Sonja Johnson	SSC Member		
Chrissie Sarff	SSC Member		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Lemon Crest Office..

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

- 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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)
Biological or Chemical Threat
Sniper Attack
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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

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

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

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

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

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

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

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

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

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

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Lemon Crest abides by the dress code policy established in the LUSD Board Policy BP 5132.

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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.

At Lemon Crest Elementary, students enter the school through the playground via the carpool loop, or via the walking gates. Students are picked up at the same place. For students who need assistance with mobility, ADA spaces are available, as are curbside spaces to exit their vehicles, and students are assisted in through the main gate.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

In the event of an on-campus evacuation, students are evacuated to the north and south playgrounds.

Off-Campus Evacuation/Assembly Location:

Students will either be relocated to the Lakeside Union School District Office, or Tierra del Sol Middle School.

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: LUSD District Office
Address: 12335 Woodside Drive Lakeside, CA 92040
Contact: Lisa DeRosier
Phone Number: (619)390-2600
Date of Agreement: September 28, 2022

Organization: Tierra del Sol Middle School
Address: 9611 Petite Lane Lakeside, CA 92040
Contact: Dr. Leslie Hardimann
Phone Number: (619)390-2670
Date of Agreement: September 28, 2022

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lemon Crest Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023.

Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

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The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Staff are trained annually on the discipline code on the in-service days prior to the school year. Additionally, staff training is refreshed throughout the year on Wednesday PLC days.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

Lemon Crest follows a progressive discipline chart through the lens of MTSS. Restorative practices are used as consequences.

(J) Procedures to Prepare for Active Shooters

Lemon Crest Staff receive annual training to prepare for an Active Shooter. This training is created by the San Diego County Office of Education in partnership with local law enforcement. Lemon Crest takes preventive measures, such as operating a closed campus and ensuring that our campus is secure.

Procedures for Preventing Acts of Bullying and Cyber-bullying

BULLYING (Ed code 48900)

Engaging in an act of bullying or cyberbullying, such as intimidation, harassment, or threats towards staff or students, will not be tolerated on campus or school events. All acts of bullying are taken seriously. Claiming that comments, gestures, or looks made in jest will not pardon the student from the consequences for such actions. Consequences for bullying/harassment may include suspension from school, referral to appropriate professional counseling, signing a Conflict Resolution Form, and recommendation for expulsion.

BULLYING PREVENTION

It is the belief of our school that every student and staff member is entitled to a safe school environment free from discrimination and bullying and in partnership with the District, it has an obligation to promote mutual respect, tolerance, and acceptance. To ensure bullying does not occur on our school campus, the District provides staff development training in bullying prevention and cultivates acceptance, belonging, inclusion, and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment.

Also, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics is not acceptable and will not be tolerated.

This policy applies to all acts while on school grounds, at a school-sponsored activity,, on a school bus, during any activity related to school attendance.

It is the expectation that teachers and the administration shall discuss policies, procedures, and practices with the students and will assure them that they need not endure any form of bullying. School administration and teaching staff are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment.

Lemon Crest School has established goals based on Responsive Classroom and the PBIS program that emphasize bully prevention to support character education, positive behavior, and classroom management practices. Staff recognizes students and provides incentives as part of an ongoing focus to build a healthy environment to reduce classroom disruptions, promote respect and responsibility, and motivate student learning.

Safety Plan Review, Evaluation and Amendment Procedures

Each year the Safety Committee reviews all aspects of the Safety Plan and Emergency Actions that may need to be taken. Throughout the reviewing and evaluation process, representatives from the different stakeholder groups will have the opportunity to provide feedback and input. The plan is presented to the School Site Council and the District for review and approval. The Superintendent receives consistent communication with the San Diego County Office of Education (SDCOE), which allows the school sites to know the very latest in law enforcement, and fire department policies. Ongoing consultation is provided by the San Diego County Sheriff's Department and the local law enforcement and first responder agencies. The school's Comprehensive Safety Plan is reviewed and approved by the different committees and agencies prior to the annual September 30th deadline.

Safety Plan Appendices

Emergency Contact Numbers

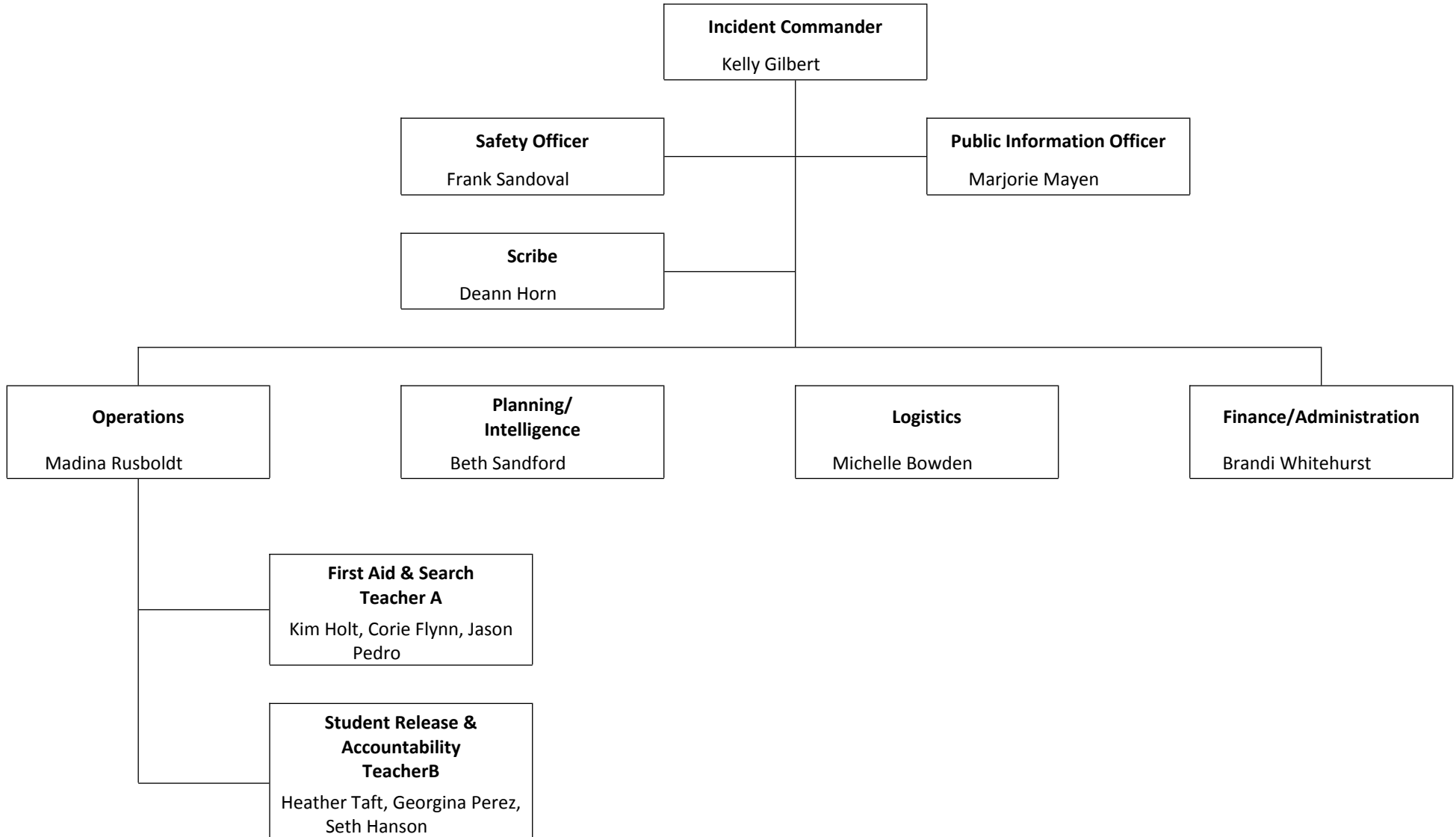
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Lakeside Union School District	(619)390-2600	
Law Enforcement/Fire/Paramedic	San Diego Sheriff	(619) 938-1360	
Law Enforcement/Fire/Paramedic	Lakeside Fire Protection District	(619) 390-2350	
Public Utilities	Lakeside Water District	(619) 443-3805	
Public Utilities	San Diego Gas and Electric	(619) 626-6628	
Local Hospitals	Rady Children's Hospital	(858)576-1700	
Local Hospitals	Sharp Grossmont Hospital	(619) 740-6000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
CSSP was written and developed by School Site Council (SSC) or Safety Planning Committee	9/15/2022	
CPTED visit with San Diego Sheriff	10/11/2022	
Annual Review and training of the Comprehensive School Safety Plan (CSSP)/Emergency Preparedness Plan	6/1/2023	
School Site Council Approval of updates to CSSP Plan for 2023-2024	9/14/2023	

Lemon Crest Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

This occurs on site or by EOC, depending on circumstances.

Step Two: Identify the Level of Emergency

The level of emergency will be determined by the Emergency Officer In Command.

Step Three: Determine the Immediate Response Action

In the previous sections, specific details were given as to the steps that are taking place to address specific emergencies. As circumstances change and protocols continue to evolve, adjustments and systems will change accordingly.

Step Four: Communicate the Appropriate Response Action

Professional Development Activities:

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline and positive behavior interventions and supports policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

Counseling and Wellness Services:

Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, wellness support, and appropriate referral systems for different types of student support and counseling.

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

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- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

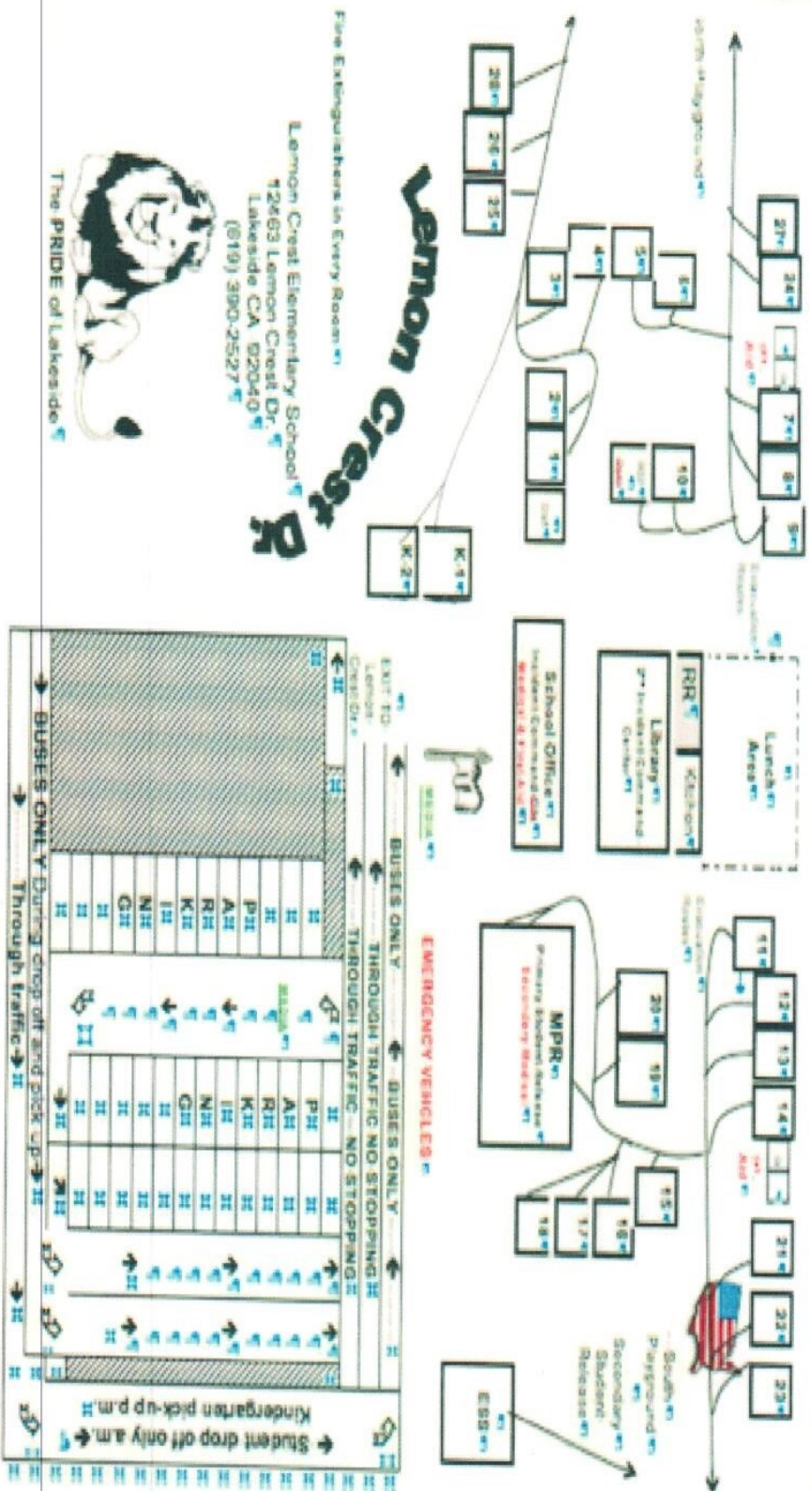
If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

EVACUATION ROUTE MAP



Comprehensive School Safety Plan

**2023-2024
School Year**

School: Lindo Park Elementary School
CDS Code: 37-68189-6038376
District: Lakeside Union School District
Address: 12824 Lakeshore Dr.
Lakeside, CA 92040

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school library and the main offices..

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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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.

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)
Biological or Chemical Threat
Sniper Attack
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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

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

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

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

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

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

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

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

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

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

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

LINDO PARK DRESS TO

LEARN—STUDENT GROOMING/DRESS POLICY

Lindo Park is a place of learning. Student dress and appearance should reflect this image. Students should dress for success.

Appropriate, modest clothing will not disrupt or detract from the educational process. We expect students to dress appropriately for school. Comfortable, sensible clothing will allow students to focus on learning, participate in P.E. activities, and play during recess. In an effort to help parents and students choose appropriate clothing, the following guidelines have been established:

Students shall not wear any clothing that is offensive to others, or could harass, or have a negative impact on an individual's performance. Clothing should not create an intimidating, hostile, or offensive educational environment.

1. Attire and personal belongings may not depict offensive symbols, racial terms, tobacco, alcohol, drugs, weapons, profanity/obscenity, violence, or gangs. Logos and clothing with double meanings and mixed messages are not permissible.

2. Appropriate shoes must be worn at all times. Students must wear socks and closed-toe, full-heel shoes, suitable for P.E. Activities. Flip-flops, sandals, high heels, slippers, and slides DO NOT allow students to participate fully in all school activities without the possibility of injury.

3. Writing or drawing on skin or clothing is not allowed.

4. Pants must fit and be worn at the waist and pajama apparel (tops/bottoms) are not allowed.

5. Dresses, skirts, and shorts length must be modest and no shorter than the mid-thigh.

6. No crop tops, bare midriffs, plunging necklines, sheer shirts, short shorts, tube/strapless tops, halters, muscle tank t-shirts with wide armholes, or spaghetti straps are allowed. Sleeveless tanks and shirts must be at least 1 1/2 inches wide at the shoulder.

7. Underwear must not be visible.

8. Hats and hoods are allowed outside for weather protection, and will be taken off inside school buildings. Hats are to be worn correctly, with the bill facing

1. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

(Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183) Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

1. Staff Training

Lindo Park was trained in Sept. 2022 on Dress Code

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

E. Procedures for Safe Ingress and Egress

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.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location: Intermediate blacktop, Classes stand behind class numbers.

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Lakeside Community Center main room Outside: Lakeside Community Center northwest parking lot in Lindo Lake County Park.

Address: 9841 Vine Street, Lakeside, Ca 92040

Contact: David Collins, Head Park Ranger (619) 540-1662 Kevin Romero, Interim Supervisor

Phone Number: Community Center (619)443-9176

Date of Agreement: September 2016

Secondary Off-Site Evacuation/Assembly Location

Organization: Tierra del Sol Multi-Purpose Room Outside: Tierra Del Sol Middle School parking lot

Address: 9611 Petite Lane, Lakeside, Ca 92040

Contact: Leslie Hardiman, Principal

Phone Number: School Office number (619) 390-2670

Date of Agreement: September 2012

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

Lindo Park Staff training was held on September 2022 during a staff meeting

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lindo Park Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023.

Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

F. School Discipline

A. Statement of Rules and Procedures on School Discipline

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D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

School Rules and Behavior

We at Lindo Park SOAR high For Excellence

School-Wide Behavior Expectations for Appropriate Conduct:

S- Show Respect

O- Own our Actions

A- Accept Differences

R- Realize our Worth

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.

Ms. Green's Reminders:

1. Maintain a high standard of integrity, honesty, and respect at all times.
2. Students are to be courteous to others and respect others' rights, property, and personal space. In general, keep hands, feet, whole body and all objects to yourself. "Messing around" is not allowed.
3. Students are to WALK, not run, in hallways, on pathways, and in the lunch area.
4. Use appropriate, respectful language. Profanity and inappropriate language in writing, speech or action are not permitted.
5. Items not required for academic purposes at school are not to be brought to campus. This includes, but is not limited to: toys, unauthorized electronic devices, laser pens, and perfumes.
6. Cell phones are to be turned off and put away when a student is on campus. If not put away, they will be confiscated, and safely locked up for a parent to pick up.
7. Because responsible use and care of cell phones is a student's responsibility, the school is not responsible for lost or stolen items.
8. Students are expected to behave respectfully to all adults on campus, including substitute teachers, noon duty supervisors, and parent volunteers. Students must follow directions the first time they are given.
9. Substitute teachers are treated like guests. Students are to be ambassadors representing their school and parents. They are to follow all school and classroom rules, plans, and policies.
10. As a sign of respect, all adults are to be addressed as Miss, Mrs., Ms., or Mr. and not by the first or last name.

(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

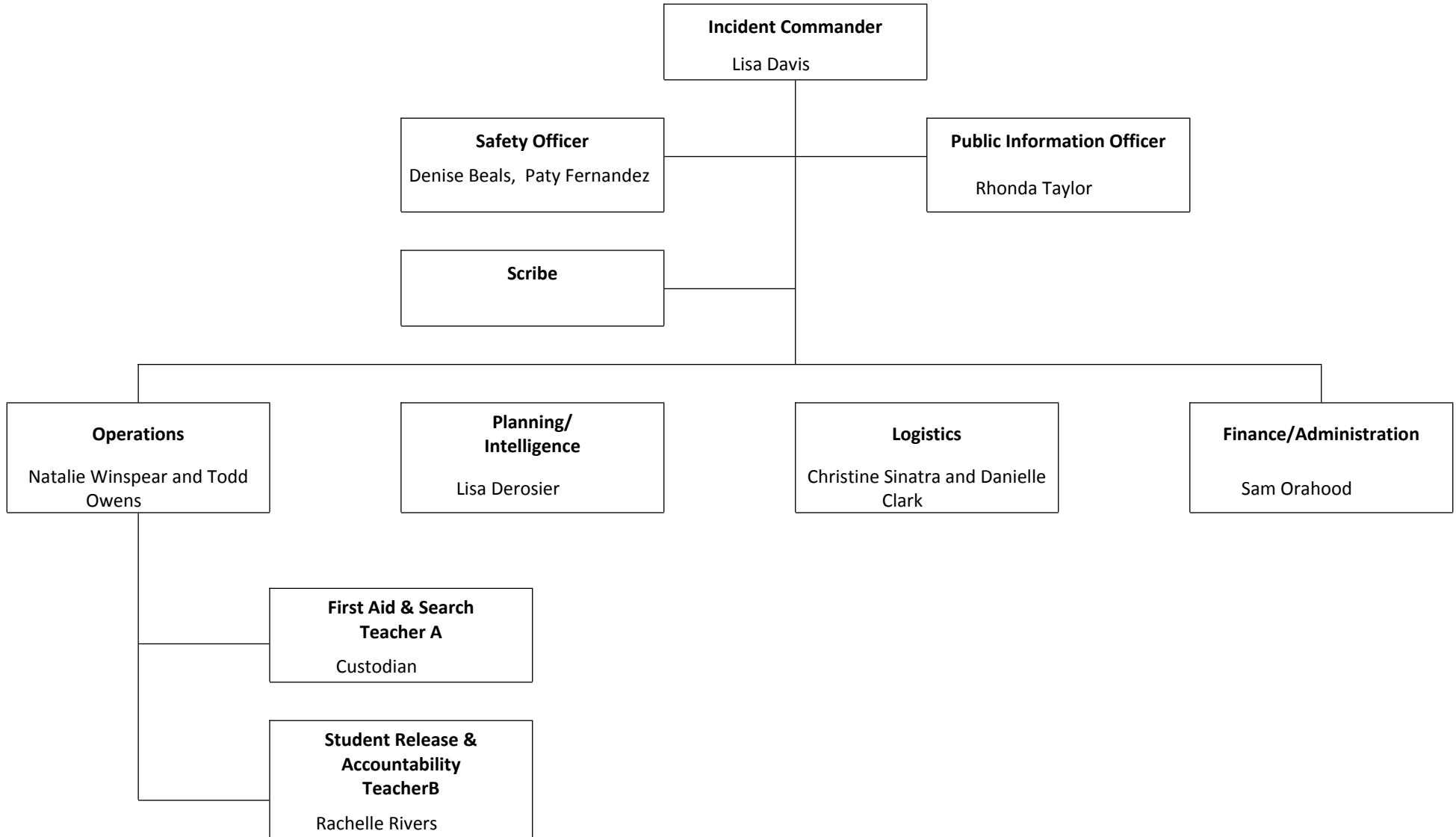
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)

Lindo Park Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

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- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. 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 of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Comprehensive School Safety Plan

2023-2024 School Year

School: Riverview Elementary School
CDS Code: 37-68189-6038384
District: Lakeside Union School District
Address: 9308 Winter Gardens Blvd.
Lakeside, CA 92040
Date of Adoption: October 15, 2023
Date of Update: 9/9/2023
Date of Review:
- with Staff 9/6/2023
- with Law Enforcement 9/19/2023
- with Fire Authority 9/11/2023

Approved by:

Name	Title	Signature	Date
Grace Cox	Principal		
Sarah Brooks	Teacher Rep		
Alex Chavez	Parent Rep		
Marisa Chalk	Classified Rep		
Sean O'Rourke	Law Enforcement		
Trevar Sidman	Fire Marshal		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at school office.

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

- 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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)
Biological or Chemical Threat
Sniper Attack
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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

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

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

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

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

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

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:
Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

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

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Schools care about the well-being of their students, which is why we have implemented dress codes to ensure safety and minimize distractions during class. While it may seem like a minor issue, a student's clothing can impact their ability to focus and learn. To support outdoor activities, sun-protective clothing is allowed, and shoes with heel straps are required for added safety during physical education and recess. When it comes to clothing, jewelry, and personal items, our school has a strict policy for images or language that is crude, vulgar, profane, or sexually suggestive, as well as any references to drugs, alcohol, or tobacco. It's also important that clothing is sufficient to conceal undergarments and that hair is clean and groomed. These guidelines are in place to promote a safe and respectful learning environment free from distractions. Schools also have a strict policy against gang-related apparel to ensure student safety and discourage gang activity. In following these guidelines, students can focus on what truly matters – learning and growing as individuals. For more information, please see LUSD Regulation 5132: Dressing And Grooming.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Albertson, Lakeside
Address: 9560 Winter Gardens Blvd, Lakeside, CA 92040
Contact: Store Manager
Phone Number: (619) 561-5521
Date of Agreement: 2019

Organization: Lakeside Middle School
Address: 11833 Woodside Ave, Lakeside, CA 92040
Contact: School Principal - Steve Mull
Phone Number: (619) 390-2636
Date of Agreement: 2019

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Riverview Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

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The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

The first step in creating a successful school discipline program is to define what behavior is unacceptable in your school community. Once you have determined this, it is important to create a clear and concise set of rules that reflect these standards. These rules should be posted in a visible location in the school, and students should be made aware of them at the beginning of the school year. It is important to enforce these rules consistently and fairly. This may require the use of a discipline matrix or other system that outlines the consequences for specific types of infractions. It is also important to provide support for students who are struggling with their behavior and to help them understand why their actions were inappropriate.

Staff should also be familiar with Positive Behavioral Interventions and Supports (PBIS), a framework for creating effective behavioral interventions. PBIS focuses on rewarding positive behavior rather than punishing negative behavior and has been shown to be effective in improving student behavior.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.

An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SWPBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Behavioral Expectations

Riverview International Academy has three main behavioral expectations: Be Respectful, Be Responsible, Be Safe.

Behavior matrix: a matrix with settings, events, or classroom routines in the left column with the behavioral expectations along the top. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Behavior indicators: what the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.

Procedures: specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1.

Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

(J) Procedures to Prepare for Active Shooters

Active Shooter / Armed Assailant Situations

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.²¹ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.²² These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., “Gun! Get out!”) to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

Students and staff should be trained to

Leave personal belongings behind;

Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;

Avoid escalators and elevators;

Take others with them, but not to stay behind because others will not go;

Call 911 when safe to do so; and

Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

Lock the doors;

Barricade the doors with heavy furniture;

Close and lock windows and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);

Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and

Remain in place until given an all clear by identifiable law enforcement officers.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.²³ While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

20 As part of its preparedness mission, Ready Houston produces "Run, Hide, Fight" videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are available free of charge, and many are available at <http://www.readyhouston.tx.gov/videos.html>

21 Occupants of both towers delayed initiating their evacuation after World Trade Center 1 was hit. In World Trade Center 1, the median time to initiate evacuation was 3 minutes for occupants from the ground floor to floor 76, and 5 minutes for occupants near the impact region (floors 77 to 91). See National Institute of Standards and Technology, 2005. Federal Building and Fire Safety Investigation of the World Trade Center Disaster Occupant Behavior, Egress, and Emergency Communications. Available at http://www.mingerfoundation.org/downloads/mobility/nist_world_trade_center.pdf

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

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

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

Intervention

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

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

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

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Safety Plan Review, Evaluation and Amendment Procedures

Education Code 32281 below describes participation of specific members of the school community in the writing and development of the Comprehensive School Safety Plan.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
 - (A) The principal or the principal's designee.
 - (B) One teacher who is a representative of the recognized certificated employee organization.
 - (C) One parent whose child attends the school.
 - (D) One classified employee who is a representative of the recognized classified employee organization.
 - (E) Other members, if desired.
- (3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

Safety Plan Appendices

Emergency Contact Numbers

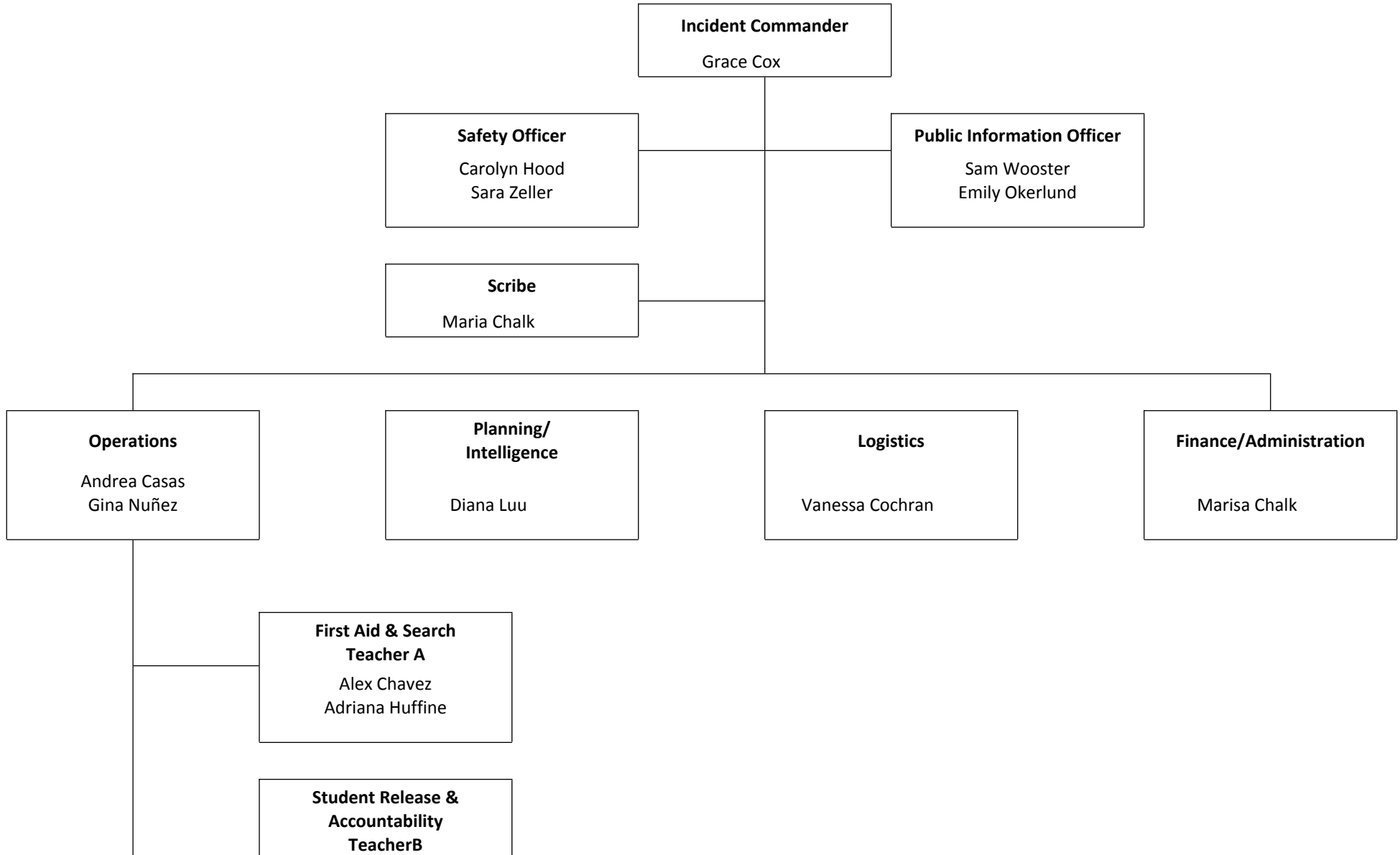
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Lakeside Union School District	(619) 390-2600	
Law Enforcement/Fire/Paramedic	Lakeside Substation	(619) 938-1360	858-565-5200 (Dispatch) 619-938-1360 (Business)

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety plan review with staff	9/06/2023	
Safety plan review with fire marshal	9/19/2023	
Safety plan review with fire marshal	9/11/2023	

Riverview Elementary School Incident Command System



Alex Rico
Amy Galeano

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Safety Officer - ensures all activities are conducted in as safe a manner as possible

Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available

Liaison Officer – serves as the point-of-contact for agencies outside of the District’s organization

Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

Site Facility Check & Security – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control

Search & Rescue Leader and Team – conduct search and rescue operations once accountability process has identified missing persons. It’s important that the Team Leader remain at the

Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

First Aid & Medical Leader and Team – provide first aid and medical response including Critical Incident Stress Management (CISM). It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

Assembly Area Leader – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.

Student/Parent Reunification

Request Area – process requests by parents or authorized adults for release of students

Release Gate – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District’s Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

ON-SITE EVACUATION: Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies: Fire, Explosion or threat of explosion, Bomb threat, Post earthquake

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies: Fire, Explosion or threat of explosion, Bomb threat, Post earthquake, Chemical accident

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. **DUCK, COVER AND HOLD ON** is an appropriate action for use during an earthquake or explosion. Immediate **EVACUATION** and an emergency damage assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of **DUCK, COVER AND HOLD ON**.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. **SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the buildings.

Lock the doors;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible,

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and

Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Evacuation - Fire Alarm (P.A. System)

Duck, Cover, Hold On - P.A. System (In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.)
Shelter-In-Place - P.A. System (If P.A. system is not working, use email or written notes to classes)
Secure Campus - P.A. System
Lockdown - P.A. System
All-Clear - P.A. System

Step Four: Communicate the Appropriate Response Action

ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume. emergency damage assessment is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An emergency damage assessment should be performed following any event with the potential to cause damage to school facilities or equipment.

"LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

Lock the doors;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible,

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and

Remain in place until the release from lockdown by school administration or evacuated by law enforcement. "

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

"TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.

Move students and staff into the school's permanent buildings, on the ground floor.

Group students/staff together at the furthest point away from windows on the floor.

Face the wall with backs to the windows

Crouch down on knees and elbows

Hands covering the back of their head/neck

If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning. "

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. Structured Reunification should be used following any OFF-SITE EVACUATION.

EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.

"Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. Structured Reunification requires:

Maintaining accurate information on the location of each child.

Preventing unauthorized individuals from having access to or removing children.

Verifying the identity of individuals coming to take custody of children.

Verifying each individual has the legal right to take custody the child for which they have asked.

Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up."

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. 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 of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Bus Related Incidents

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to **Bus Dispatch at [Enter Phone Number]** or the nearest school.

This section addresses three possible scenarios involving a bus disaster:

Scenario 1 – Earthquake

Scenario 2 – Flood

Scenario 3 - Serious Accident or Bus Fire

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

Bus Incidents

ACCIDENTS

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
 1. Who
 2. What

3. When,
- 4, Where (location)
5. Why and needs

- Do not discuss details of the accident with media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and district policy and procedures for removal and transport.
- If there are no injuries, follow school district policy and instructions on moving, returning or delivering students.

Incident Commander:

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the Incident Commander and Superintendent's office.
- Incident Commander or designee at the scene will report the names of student passengers, their conditions, disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The Incident Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent:

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.
- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.

- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for same-day distribution, if possible.

Scenario 1: Earthquake

1. The driver should issue DUCK AND COVER action.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. If the bus is disabled, stay in place until help arrives.
6. Contact the School Administrator to report location and condition of students and the bus.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. If instructed to continue route, the driver should:
 - If en route to school, continue to pick up students.
 - If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.
9. If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.

Scenario 2: Flood

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, stay in place until help arrives.
4. Contact the School Administrator and **Bus Dispatch at [Enter Phone Number]** to report location and condition of students.
5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.

Scenario 3: Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call 911 and provide exact location of the bus and wait for arrival of emergency responders.
6. Contact the School Administrator and **Bus Dispatch at [Enter Phone Number]** to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. Stay with the disabled bus until help arrives.
9. The driver will account for all students and staff throughout the emergency.

Bus Hostage/Hijack

Consideration must be given to the possibility of a hostage situation occurring on a bus. If such an incident occurs, the following procedures should be implemented.

Bus Driver:

The bus driver must assume a position of heightened responsibility for the welfare of the students on the bus as well as his/her own safety. Sound judgment, good decision making, knowledge of school and police procedures in handling such incidents, and training are the items that will be of greatest assistance to the driver should he/she become a victim. Students must be made aware of the behavior that will be required of them so they will be safe and do not inflame an already volatile situation.

The bus driver should accomplish the following tasks if they can be done in a safe manner:

- Disable the bus or throw the keys away from the bus. This will eliminate the need to move the bus and will be helpful to the Police Department who will respond to the scene as soon as the location has been established.
- Evacuate as many students as possible from the bus and direct them to move to a position out of sight of the bus.
- Clear the area of as many students and others as is safely possible.
 - Notify the transportation radio dispatcher with as much information as possible regarding the situation and location. If allowed to maintain radio contact, do so.

Transportation Department:

The dispatch office will call 911 and his/her superior.

RIA TEAM
2023-24
(RV CAMPUS)



STAFF EMERGENCY PLAN

01

Make sure
students and
you are in a
safe location

02

Refer to the
plan for details

Emergency Action Terms for San Diego County Schools

The San Diego County of Police Chiefs’ and Sherriff’s Association encourages all schools in San Diego County to use the following terms and definitions when referring to the emergency actions they describe.

Type	Definition
S T A T U S	<p>ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.</p>
	<p>EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.</p>
R E S T R I C T E D M O V E M E N T & A C C E S S	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	<p>SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.</p>
	<p>SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p>
	<p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> ● Move students and staff into the school’s permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p>
	<p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
E V A C U A T I O N	<p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. During a fire, make sure to close all doors behind you, leaving them unlocked.</p>

<p>U A T I O N</p>	<p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p>
	<p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
<p>R E U N I F I C A T I O N</p>	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.



INTRUDER LOCK DOWN

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms, and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to get down low, possibly under furniture, in a safe, hidden spot. Spread out and out of line of site from room entrance
- Move furniture or barriers in front of locked door.
- Close any shades and/or blinds if it appears safe to do so.
- Turn off all lights and media screens.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the admin team or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately find a location to hide.
- Remain quiet until further instructions are provided by the teacher, principal or police.

TWO-WAY COMMUNICATION TOOL:



We will primarily use the **district Google Chat** messaging system for effective two-way communication in case of an Active Shooter/Armed Assailant emergency response. If you do not have access to your district iPad or laptop during a crisis, please consider temporarily downloading the Google Hangouts app to your mobile phone.

- Thank you for all you do for RIA -

PREVENTING AND PREPARING FOR AN ACTIVE SHOOTER INCIDENT: A FACT SHEET FOR SCHOOL EMPLOYEES

What can school employees do during an active shooter incident?

If you are in an active shooter situation, follow the Run, Hide, Fight strategy:

Run, Hide, Fight Strategy for Active Shooter Incidents



RUN

- If you hear a noise that sounds like a gunshot, leave. Do not wait for confirmation.
- If there is an escape path, do your best to escape.*
- Take others with you but don't stay behind if they do not want to run.
- Leave your belongings, except your cell phone. If you have anything in your hands the police may think you are the shooter.



HIDE

- If it is not possible for you to evacuate you should find a place to hide.
- Lock and/or blockade the door. Do not trap yourself or restrict your movements.
- Concealing yourself behind a large filing cabinet is better than taking cover under a table, as the cabinet can protect you from bullets but being under a table would not.
- Turn off the lights.
- Silence your cell phone.



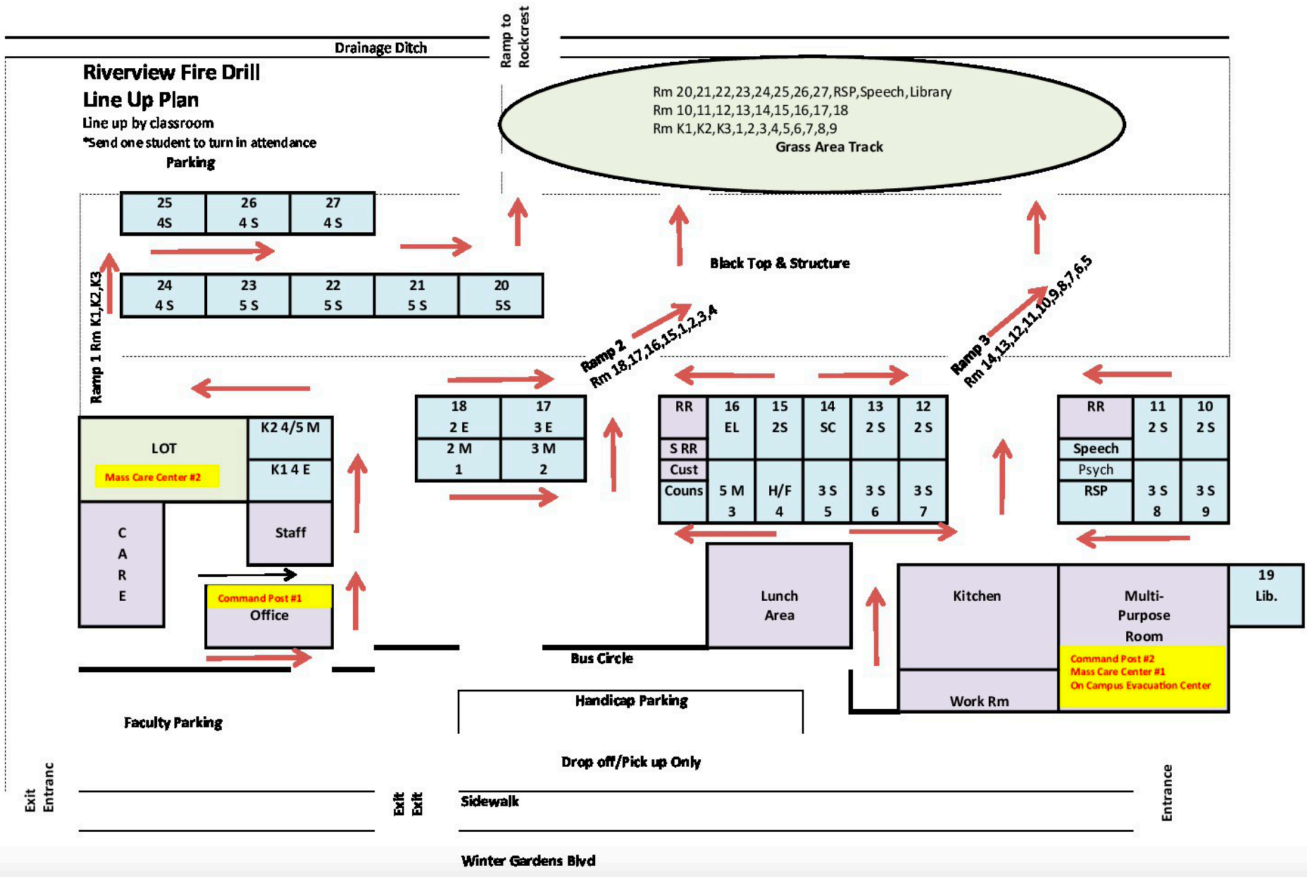
FIGHT

- As a last resort, and if your life is in danger, fight the shooter.
- Improvise weapons from fire extinguishers, chairs, and scissors. Use these commonly available items to disable or disarm the shooter.
- Act as aggressively as possible against the shooter.

** In the Columbine High School shooting, 10 of the 12 people killed had remained "locked down" in a library that had a backdoor through which everyone could have escaped. If possible, run. It is the best way to improve your chance of survival.*

Riverview Fire Drill Line Up Plan

Line up by classroom
*Send one student to turn in attendance
Parking



Rm 20,21,22,23,24,25,26,27,RSP,Speech,Library
Rm 10,11,12,13,14,15,16,17,18
Rm K1,K2,K3,1,2,3,4,5,6,7,8,9
Grass Area Track

25 4S	26 4S	27 4S
----------	----------	----------

24 4S	23 5S	22 5S	21 5S	20 5S
----------	----------	----------	----------	----------

18 2E	17 3E
2M	3M
1	2

RR	16 EL	15 2S	14 SC	13 2S	12 2S
S RR					
Cust					
Couns	5M 3	H/F 4	3S 5	3S 6	3S 7

RR	11 2S	10 2S
Speech		
Psych		
RSP	3S 8	3S 9

LOT
Mass Care Center #2

K2 4/5 M
K1 4 E

Staff

Command Post #1
Office

19 Lib.

Multi-Purpose Room
Command Post #2
Mass Care Center #1
On Campus Evacuation Center

Kitchen

Work Rm

Exit Entrance
Exit Exit
Sidewalk
Drop off/Pick up Only
Handicap Parking
Bus Circle
Faculty Parking
Entrance
Winter Gardens Blvd

Riverview Campus Evacuation Route A

9308 Winter Gardens BLVD
Lakeside, CA 92040
619-390-2662

Riverview West Field

1. Exit Classroom
2. Take direct west route away from hazards
3. Enter the grass field on the west end of campus
4. Remain with class cohort until further directions



Riverview Campus

Evacuation Route B

Albertson's Grocery Store

9560 Winter Gardens BLVD
Lakeside, CA 92040
619-561-5521

Route B1

1. Exit Riverview via Winter Gardens BLVD
2. Turn left on Winter Gardens BLVD
3. Turn Left into Albertson's parking lot

Route B2

1. Exit Riverview via field easement path
2. Turn right onto Riverview Avenue
3. Turn right onto Lemon Crest Drive
4. Turn left on Winter Gardens BLVD
5. Turn Left into Albertson's parking lot



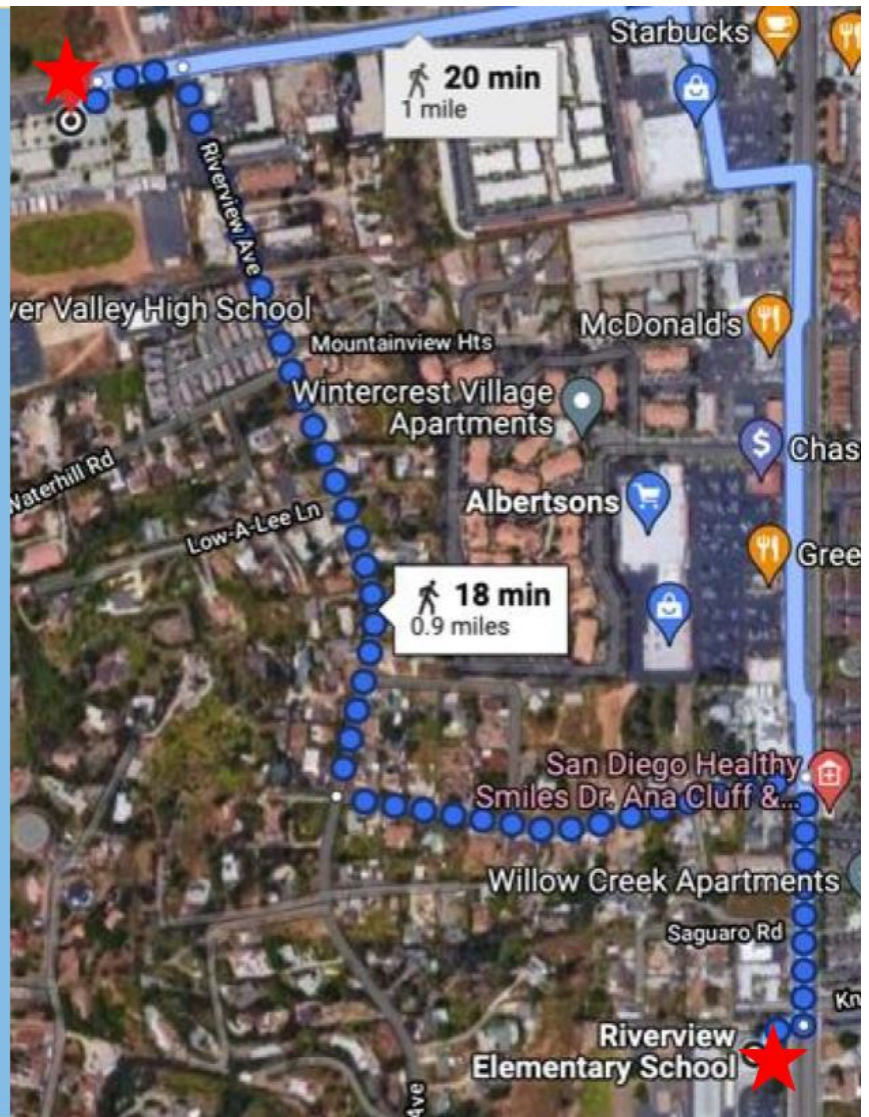
Riverview Campus

Evacuation Route C

Lakeside Middle School

11833 Woodside Avenue
Lakeside, CA 92040
619-390-2636

1. Exit Riverview via Winter Gardens BLVD
2. Turn left on Winter Gardens BLVD
3. Turn Left onto Lemon Crest Drive
4. Turn right onto Riverview Avenue
5. Turn left into the LMS parking lot



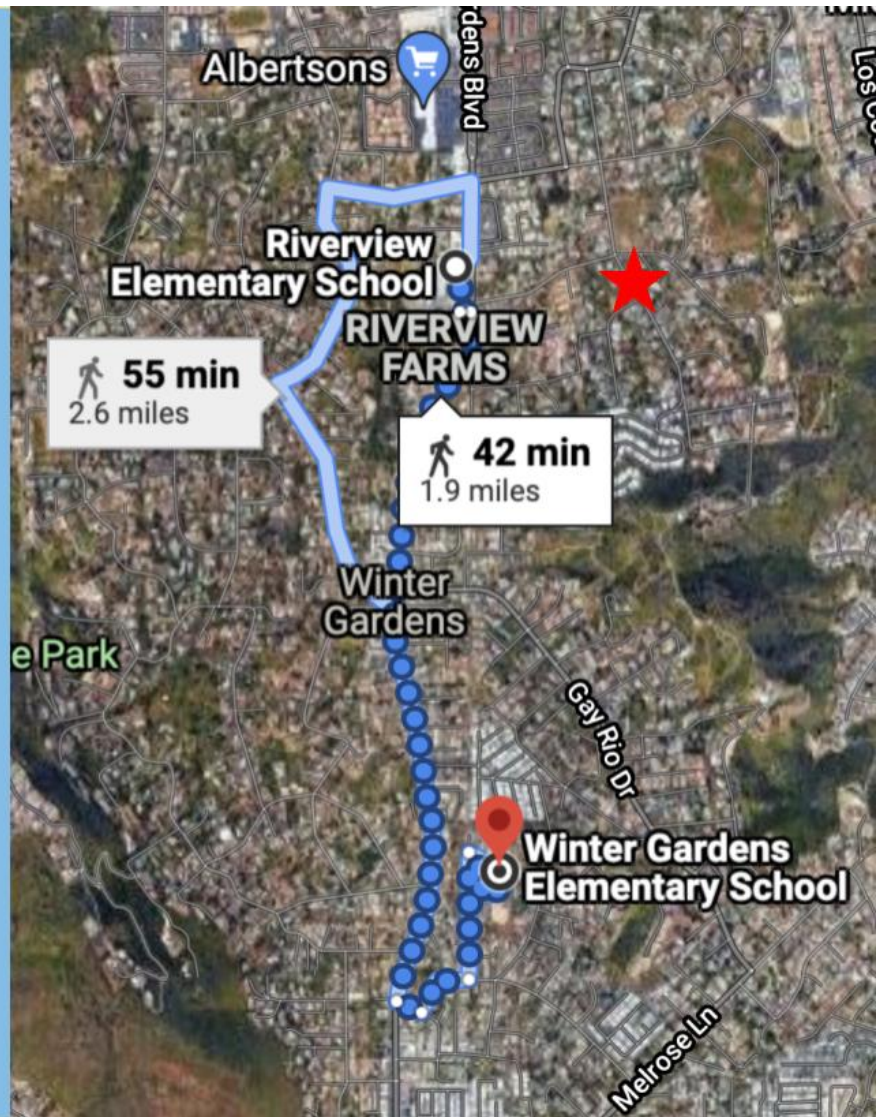
Riverview Campus

Evacuation Route D

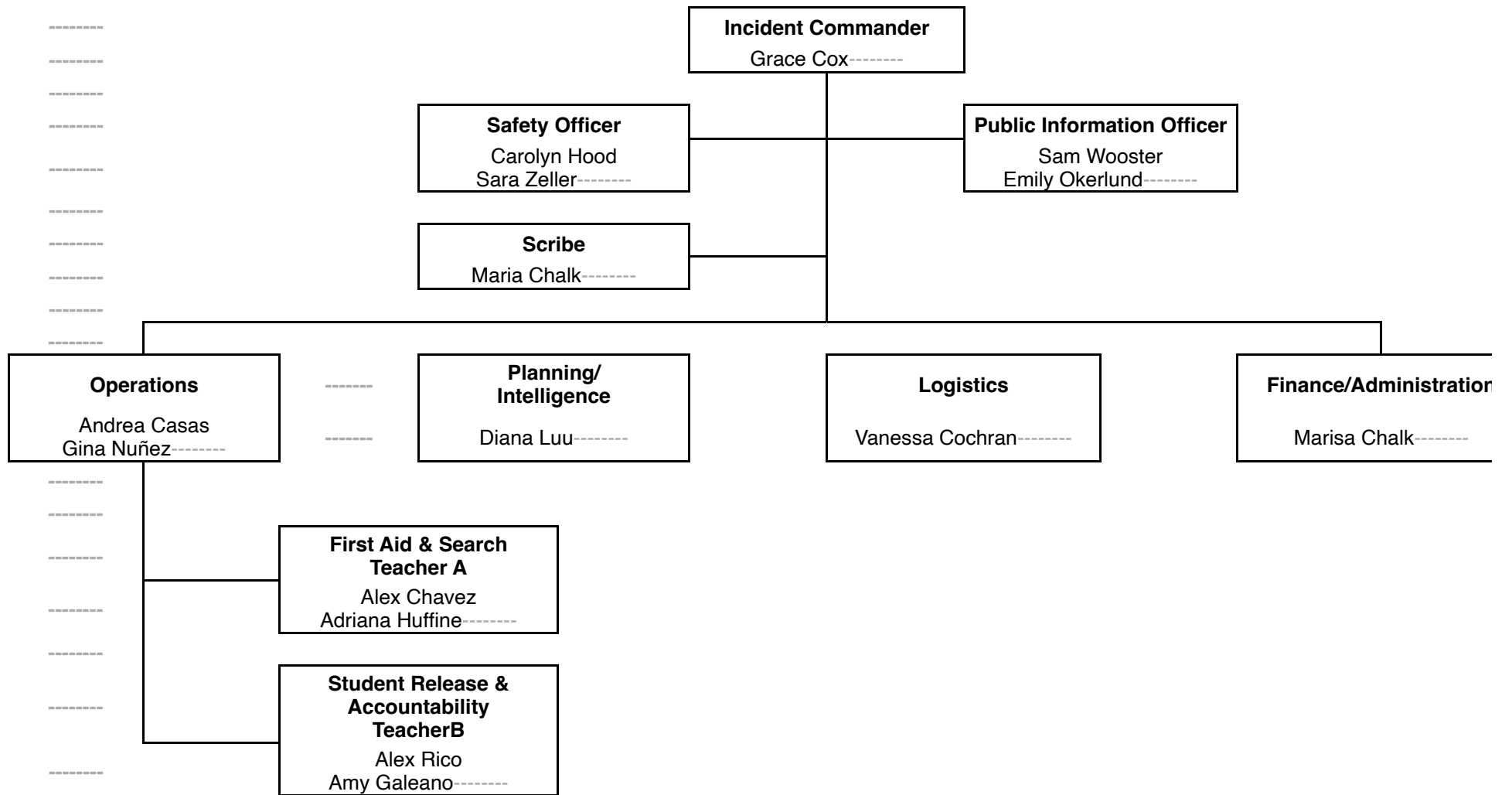
Winter Gardens Elementary

8501 Pueblo Road
Lakeside, CA 92040
619-390-2687

1. Head south toward Winter Gardens Blvd
2. Turn left toward Winter Gardens Blvd
3. Turn right on to Winter Gardens Blvd
4. Turn left onto Winter Gardens Dr.
5. Turn left to stay on Winter Gardens Dr.
6. Turn left onto Pueblo Rd.
7. Turn right



Riverview Elementary School Incident Command System



SCHOOL INCIDENT COMMAND SYSTEM (ICS): Functional Reference Model

This chart shows a full three-level management organization for a school response to an emergency. This structure is scalable. One person can perform multiple functions within the same section. Staff each function to the level needed to make it work; consolidate functions to meet resource availability and incident requirements.

INCIDENT COMMANDER
Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District EOC.

Public Information Officer
Media liaison, official spokesperson for school; coordinates information for parent community.

Safety Officer
Ensures activities are conducted in safe manner; assures safety of personnel (staff, students, volunteers and responders).

Agency Liaison
Assists in establishing and coordinating outside agencies that provide services or resources (e.g., Red Cross).

OPERATIONS
Supports on-scene response at school site; develops Incident Action Plan with Incident Commander; coordinates After Action Report with section chiefs.

PLANNING
Collects, evaluates and documents information about incident, including status of students, staff and facilities; coordinates demobilization of ICS response.

LOGISTICS
Provides services, personnel and supplies in support of incident response.

FINANCE/ADMINISTRATION
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims.

Search & Rescue
Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.

First Aid
Provides triage and medical care; establishes morgue, if needed.

Security/Traffic
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/ HazMat.

Evacuation/Shelter & Care
Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.

Crisis Intervention
Provides onsite counseling and intervention; determines need for outside mental health support

Student Release
Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.

Situation
Processes and organizes all incident information, including staff, student and facility status; maintains ICS status boards and school site map

Documentation
Collects and archives all incident documents.

Resources
Tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers).

Demobilization
Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

Food/Supplies/Staffing
Assesses supply resources at site, including food and water; procures supplies and provides personnel, as requested, including volunteers.

Transportation
Arranges transportation for staff, students and supplies.

Facilities
Coordinates site repairs and use of school facilities; arranges for debris removal.

Communications/IT
Maintains all communication equipment, including radios; provides services to support Information Technology functions.

Time
Maintains incident time logs for all personnel.

Procurement
Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts

Cost
Provides cost estimates, analysis and recommendations for cost savings.

Compensation/Claims
Processes compensation/injury claims related to incident

Riverview Elementary
Safety Plan Signature Page
2023-2024

Grace Cox
School Principal

Kristin Beattie
President, School Site Council

Leah Donatos
Teacher's Association Representative

Marisa Challe
Classified Association Representative

Alex Chavez
Parent Representative

Law Enforcement Representative (optional)

SAN DIEGO COUNTY SHERIFF'S DEPARTMENT

"KEEPING THE PEACE SINCE 1850"



William D. Gore
SHERIFF

Sean
S. O'ROURKE #1401
DEPUTY SHERIFF

619-507-8997

LAKESIDE SHERIFF'S SUBSTATION
12365 PARKSIDE STREET
LAKESIDE, CA 92040
CELL (619) 857-3254
soroursh@sdsheriff.org



Lakeside Fire
Protection District

Trevar Sidman
Fire Inspector

Office: 619.390.2350 Ext. 017
tsidman@lakesidefire.org

12216 Lakeside Ave.
Lakeside, CA 92040

Comprehensive School Safety Plan

2023-2024 School Year

School: Tierra del Sol Middle School
CDS Code: 37-68189-6085047
District: Lakeside Union School District
Address: 9611 Petite Ln.
Lakeside, CA 92040
Date of Adoption: October 2017
Date of Update: September 29, 2023
Date of Review:
- with Staff 9/18/23
- with Law Enforcement 10/5/2023
- with Fire Authority 10/5/2023

Approved by:

Name	Title	Signature	Date
Leslie Hardiman	Principal		
Paula Macias	Vice-Principal		
Nickie Corley	Counselor		
Beverly Warford	Attendance Clerk		
Kim Klinko	Teacher		
Garrett McCoy	Teacher		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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

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

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

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

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

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

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 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

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

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).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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

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

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

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

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 \$district_name\$ clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. 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.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

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.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

B. Fire Drills

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. 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.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union 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 Lakeside Union School District clear guidance for planning purposes.

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 San Diego 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.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References - State of California

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

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

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

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

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.

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

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

B. Earthquake Overview

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. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. 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 Lakeside Union School District to respond. The affected Cities and the County of San Diego 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 San Diego 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. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. 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.

E. 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

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, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

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.

Until regular dismissal time and released only then if it is considered safe,
OR

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 be provided with a Student Health/Emergency 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.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. 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: LEAVE BUILDING

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

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

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

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

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:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

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, ALERT 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.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Tierra del Sol Middle School adheres to Lakeside Union School Districts Board Policy 5132: Dress And Grooming. The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

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.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

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 Board 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.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her 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: (Education Code 48900(s))

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
(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

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 shall 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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

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: (Education Code 48915)

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 designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
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 under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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: (Education Code 48915(b) and (e))

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 public 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. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

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. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 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. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lsusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

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 this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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 this policy and is subject to disciplinary action, up to and including dismissal.

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, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures. Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

TDS Dress Code Policy

Tierra del Sol Middle School is a place of learning. Student appearance and dress should be a reflection of a serious learning environment. The following middle school dress code has been adopted in accordance with California Education Code, Section 48907, as well as Title IX requirements. We appreciate your support and adherence to these guidelines.

Why is there a dress code? The purpose of a dress code is to provide guidance to students and parents as to appropriate attire for school and at any school function. In addition, the dress code is a primary means of helping students learn a skill, which is required for success in getting and keeping employment linked to attire. As adults we know that there is a difference between dressing for our jobs and dressing for recreation, and therefore having students practice this distinction while at TdS is a way to promote long-term success. Our guiding principles for the dress code are based on clothing that does not distract from the learning environment, disrupt school activities, or create a safety hazard.

How did TdS create this dress code? TdS worked with teachers, staff members and students to update our current dress code. At the end of the 2021-2022 school year, students discussed the dress code in their CREW classes. In June, each CREW class sent one representative to discuss their class thoughts with Dr. Hardiman and Mrs. Macias-Gonzalez. The dress code was developed from that student feedback and teacher feedback as well.

What happens if my child is in violation of the dress code? Students who are in violation of the dress code will be asked to change into their PE clothes or they may call parents to have them bring a change of clothes. Administration also has loaner shirts and shorts that we have available for students who do not want to wear their PE clothes.

1. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, purses, etc.) shall be free of writing, pictures or any insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocate death, violence, racial, ethnic or gender bias, or religious prejudice.
2. Clothes shall be sufficient to cover undergarments at all times. Plunging necklines exposing cleavage, strapless or tube tops and bare midriffs are prohibited. Skirts and shorts worn by boys or girls that are inappropriate in length (they must reach the bottom of the hands when fist with arms straight to the sides) are strictly prohibited. Undergarments such as bras, and boys and girls' underwear (including boxers) must not be visible.
3. Jewelry with sharp, jagged, or pointed parts which could injure students are not allowed. Chains that hang from pockets or belts are not allowed.
4. AirPods are not permitted in student ears during school hours. While sweaters with hoodies are permitted, hoods will remain off during class time. Religious headwear is always permitted.
5. Students must do their best to come to school clean, as to promote a healthy school environment. Students who need help with improving hygiene issues may visit our student pantry that is located in Mrs. Macias' office. We have showers on campus for students who need extra support with hygiene issues. We are here to support all students.
6. Writing on skin or clothing is prohibited.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: OLPH Church

Address: 13208 Lakeshore Dr. Lakeside, CA 92040

Contact: Karen Woolard, Office Manager

Phone Number: 619-443-1412

Date of Agreement: December 2021

Organization: VFW Carter-Smith Post 5867

Address: 12650 Lindo Lane Lakeside, CA 92040

Contact: Wendy Calderon

Phone Number: 619-259-9727

Date of Agreement: December 2021

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training Date:

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Tierra del Sol Middle School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

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.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Tierra del Sol Middle School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

A link to our Discipline Chart and Disciplinary Policies are located at:

https://docs.google.com/document/d/18xSbiLMi95OdxGn8eDr3tLFFlJx45lyVJ_3n4LE4IJU/edit?usp=sharing

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

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The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(J) Procedures to Prepare for Active Shooters

Active Shooter / Armed Assailant Situations

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.²¹ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.²² These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., “Gun! Get out!”) to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

Students and staff should be trained to

Leave personal belongings behind;

Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;

Avoid escalators and elevators;

Take others with them, but not to stay behind because others will not go;

Call 911 when safe to do so; and

Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

Lock the doors;

Barricade the doors with heavy furniture;

Close and lock windows and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);

Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and

Remain in place until given an all clear by identifiable law enforcement officers.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.²³ While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

20 As part of its preparedness mission, Ready Houston produces "Run, Hide, Fight" videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are available free of charge, and many are available at <http://www.readyhouston.tx.gov/videos.html>

21 Occupants of both towers delayed initiating their evacuation after World Trade Center 1 was hit. In World Trade Center 1, the median time to initiate evacuation was 3 minutes for occupants from the ground floor to floor 76, and 5 minutes for occupants near the impact region (floors 77 to 91). See National Institute of Standards and Technology, 2005. Federal Building and Fire Safety Investigation of the World Trade Center Disaster Occupant Behavior, Egress, and Emergency Communications. Available at http://www.mingerfoundation.org/downloads/mobility/nist_world_trade_center.pdf

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

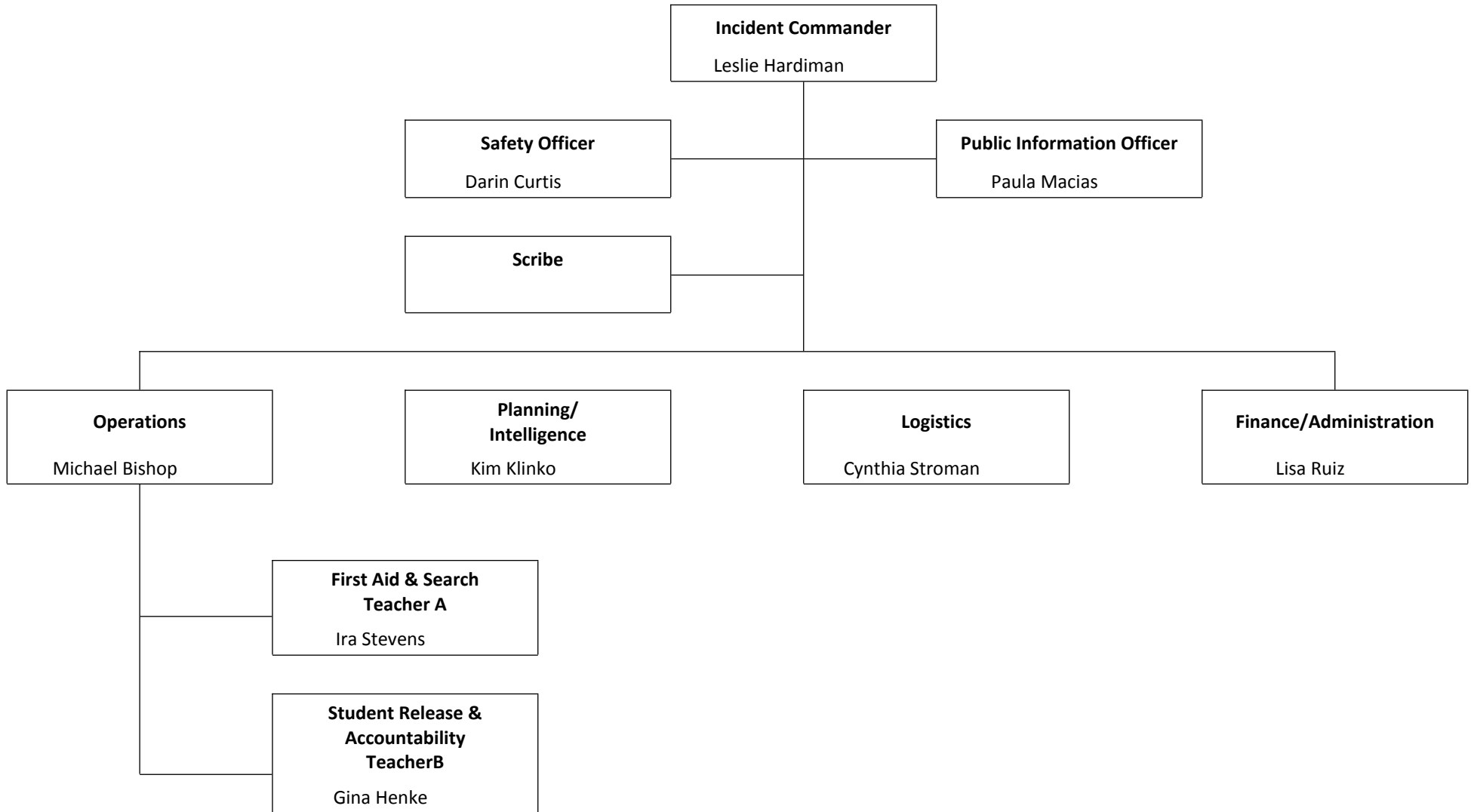
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lakeside Sheriff's Station	619-938-1360	
Law Enforcement/Fire/Paramedic	Santee Sheriff's Station	619-956-4000	
Law Enforcement/Fire/Paramedic	Lakeside Fire District	619-390-2350	
Local Hospitals	Sharp Grossmont Hospital		
Local Hospitals	Kaiser Permanente Hospital		
School District	Lakeside Union School District	619-390-2600	
Public Utilities	San Diego Gas & Electric	800-411-7343	
Other	Animal Control	800-222-1222	
Other	Poison Control	858-565-5173	
City Services	San Diego Public Health and Human Services	858-292-3500	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Review	October 4, 2023	B-Multi during Staff Meeting
Safety Meeting #1	October 26, 2023	A-Conference after school
Safety Plan Review	November 1, 2023	B-Multi during Staff Meeting
Safety Meeting #2	January 25, 2024	A-Conference after school
Safety Plan Review/Evaluation of drills	February 7, 2024	B-Multi during Staff Meeting
Safety Meeting #3	March 21, 2024	A-Conference after school
Safety Plan Review	April 10, 2024	B-Multi during Staff Meeting
Safety Meeting #4	May 30, 2024	A-Conference after school
End of year Safety Plan Evaluation	June 5, 2024	B-Multi during Staff Meeting

Tierra del Sol Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' 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)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

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- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

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 Todd Owens and (619) 390-2800 .

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" or "booms" 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 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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 envelop

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 envelop 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 this 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 this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to 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.

Fire in Surrounding Area

Fire Near School

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.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart 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:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

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.

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.

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.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing 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.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

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 assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. 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 of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Daily Ingress and Egress (ON-SITE)
TIERRA DEL SOL MIDDLE SCHOOL

Pino 2023-2024

Curtis Farren Schwuchow
PE
 Boys Girls

1 Danks Spencer 6
 Johnson
 2 Romeo **C** Frost 5
 Library
 3 Taygon Koch Grossett 4
C Science
 Speech

Courts

6 Gonzalez 5 Ramos 4 Herrera
 13 Woestman **D**
 Klinko
D Science
 14 Grosskreutz/ Cooper
 Will Stevens McCoy
 1 2 3

3 Band 2 Vildibill 1 Kitchen
B Science **B**
 Lappin
 4 Curtis 5 Lopez 6

← D
R
O
P
O
F
F

Amphitheater

P8
 Paukovits/Lamb

P 4
 Tupper

P1
 Yeung

P 5
 Tran

P 2
 Castaneda

P 6
 Bishop

P 3
 burd

Gate

Staff Lounge Office
 4 King 3 Rinck
A
 5 Dance Lopez 2 J. Nguyen
 6 Robbins Art Room

Main Gate

G
A
T
E

Bike Rack

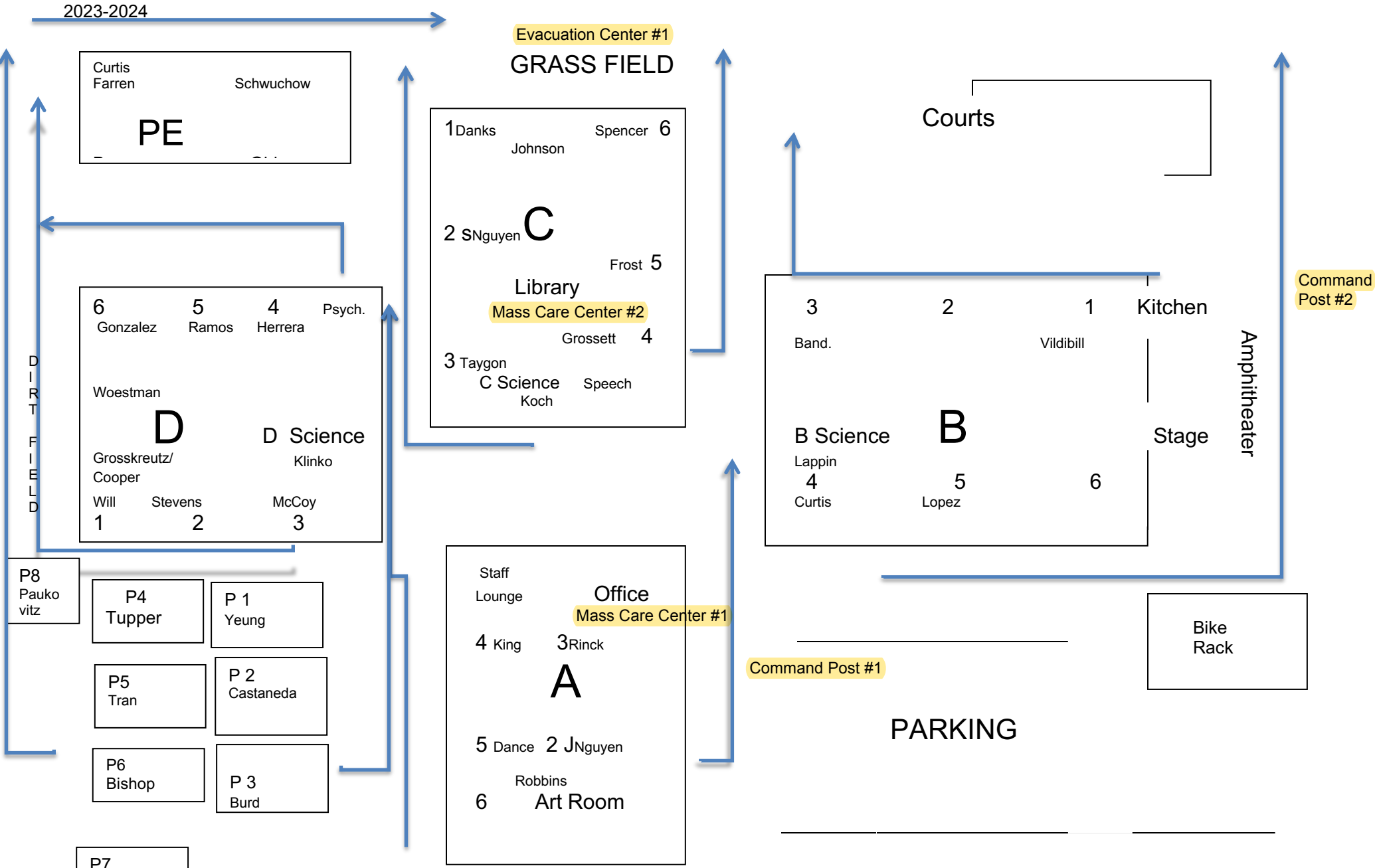
PARKING



TIERRA DEL SOL MIDDLE SCHOOL PRIMARY EVACUATION ROUTE

EAGLE'S NEST

2023-2024



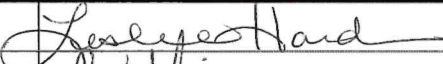
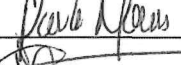
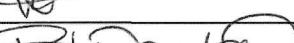


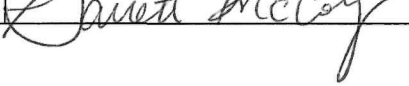
EVACUATION ROUTES MAP

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Tierra del Sol Middle School
CDS Code: 37-68189-6085047
District: Lakeside Union School District
Address: 9611 Petite Ln.
Lakeside, CA 92040
Date of Adoption: October 2017
Date of Update: September 29, 2023
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Leslie Hardiman	Principal		10/01/23
Paula Macias	Vice-Principal		10/01/23
Nickie Corley	Counselor		10/01/23
Beverly Warford	Attendance Clerk		10/01/23
Kim Klinko	Teacher		10/1/23
Garrett McCoy	Teacher		10.01.23


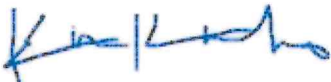
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Principal Advisory Committee
	School Safety Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 09/18/2023.

Attested:

	Principal, Dr. Leslie Hardiman on 09/18/2023
	SSC Chairperson, Sheena Figueroa on 09/18/2023

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 12, 2023

Agenda Item:

Enrollment Report Month 1 (8/21/2023 – 9/15/2023)

Background (Describe purpose/rationale of the agenda item):

Fiscal Impact (Cost):

Funding Source:

Addresses Emphasis Goal(s):

#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

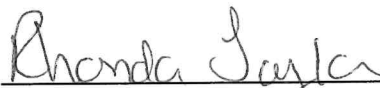
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

LAKESIDE UNION SCHOOL DISTRICT							MONTH 1				8/21/2023 - 9/15/2023			DATE: 10/2/2023	
												M1 23/24	M1 22/23		
SCHOOL	TK	K	1	2	3	4	5	6	7	8	TOTAL	TOTAL	VARIANCE		
LAKESIDE FARMS	71	98	97	111	106	90	103				676	665	11		
LAKEVIEW	40	94	100	124	101	112	95				666	656	10		
LEMON CREST	23	64	69	71	72	74	75				448	478	-30		
LINDO PARK	24	58	66	62	75	76	79				440	424	16		
RIVERVIEW				132	125	130	112				499	539	-40		
WINTER GARDENS	131	122	47								300	305	-5		
LAKESIDE MIDDLE								257	222	194	673	679	-6		
TIERRA DEL SOL								275	222	261	758	714	44		
DREAM ACADEMY	2	9	7	8	5	9	10	9	8	10	77	54	23		
NPS/RTC		1	0	1	0	0	2	1	1	0	6	5	1		
DISTRICT TOTAL	291	446	386	509	484	491	476	542	453	465	4,543	4,519	24		
YEAR OVER YEAR COMPARISON															
MONTH	AUG M0	AUG M1	SEP M2	OCT M3	NOV M4	DEC M5	JAN M6	FEB M7	MAR M8	APR M9	MAY M10	JUN M11			
2023-2024	4,544	4,543													
2022-2023	4,566	4,519	4,517	4,535	4,531	4,513	4,543	4,527	4,532	4,528	4,516	4,497			
2021-2022	4,522	4,511	4,515	4,562	4,553	4,529	4,526	4,471	4,482	4,479	4,472	4,466			
2020-2021	4,655	4,674	4,673	4,668	4,665	4,659	4,654	4,659	4,642	4,659	4,661	4,652			
2019-2020	-	4,985	4,986	4,966	4,966	5,042	5,036	5,031	5,036	5,031	5,018	5,015			
2018-2019	-	5,073	5,054	5,054	5,046	5,098	5,110	5,098	5,090	5,081	5,070	5,028			
2017-2018	-	5,164	5,179	5,161	5,153	5,211	5,208	5,183	5,159	5,151	5,135	5,101			
2016-2017	-	5,051	5,039	5,045	5,031	5,103	5,091	5,080	5,059	5,071	5,050	5,023			
2015-2016	-	5,087	5,100	5,083	5,077	5,138	5,124	5,139	5,121	5,107	5,081	5,056			
2014-2015	-	5,003	5,005	4,010	4,992	4,986	5,040	5,008	5,021	5,015	5,006	-			
2013-2014	-	4,835	4,817	4,823	4,825	4,848	4,834	4,790	4,818	4,813	4,790	-			
BARONA INDIAN CHARTER SCHOOL	GRADE	TK/K	1	2	3	4	5	6	7	8	TOTAL				
		15	7	9	11	13	6	10	8	3	82				
RIVER VALLEY CHARTER SCHOOL	GRADE	7	8	9	10	11	12				TOTAL				
		22	35	40	42	45	42				226				

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Board Policy 3450: Money in School/District Buildings

Background (Describe purpose/rationale of the agenda item):

First Reading: New policy regarding money being collected by school district employees and by student organizations.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

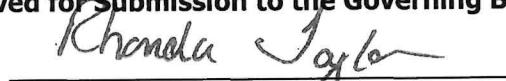
- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

MONEY IN SCHOOL/DISTRICT BUILDINGS

Money collected by school district employees and by student organizations shall be handled with good and prudent business procedures both to demonstrate the ability of district employees to handle money in a responsible manner and when applicable, to teach such procedures to the students.

All money collected must have receipts, accurately accounted for, and directed without delay to the proper location for deposit into the district's bank account(s).

No money is to be left overnight in schools or departments except in site/department safes for safekeeping. Money collected should be routed no later than 48 hours after collection to the business services office for deposit into the district's bank account.

All money collected, including but not limited to donations, grants and student organizations, become property of the district.

Legal Reference:

EDUCATION CODE

48933 Deposit or investment of student funds

48936 Additional uses of student funds

48937 Supervision and audit of student funds

48938 Trustee for funds of unorganized student body

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to reflect NEW LAW (SB 523, 2022) which adds reproductive health decisionmaking as a form of prohibited discrimination, and prohibits an employer from requiring an applicant or employee to disclose information relating to an employee's reproductive health decisionmaking.

Regulation updated to reflect NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026) which require that allegations of sexual harassment that meet the federal definition be investigated through Title IX complaint procedures, as described in AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, rather than the complaint procedures detailed in this regulation.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

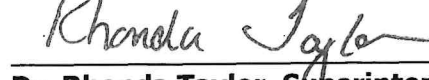
Originating Department/School: Superintendent's Office

Submitted/Recommended By:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal access and opportunities protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy. Employees include applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

(cf. 1240—Volunteer Assistance)
(cf. 3312—Contracts)
(cf. 3600—Consultants)
(cf. 4111/4211/4311—Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the person's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, **veteran and military** ~~military and veteran~~ status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410—Nondiscrimination in District Programs and Activities)

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decisionmaking, defined as a person’s decision to use or access a particular drug, device, product, or medical service for, reproductive health. (Government Code 12926, 12940)

The district shall not inquire into any employee’s immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that ~~it is necessary~~ **the district is required to do so in order** to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

- 1) ~~Discrimination in~~ **H**iring, compensation, terms, conditions, and other privileges of employment

(cf. 4151/4251/4351 – Employee Compensation)
(cf. 4154/4254/4354 – Health and Welfare Benefits)

- 2) Taking of ~~an~~ adverse employment actions, such as termination or the denial of employment, promotion, job assignment, or training

- 3) Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee’s employment opportunities, or that has the purpose or

effect of unreasonably interfering with the individual's **employee's** work performance or creating an intimidating, hostile, or offensive work environment

- 4) Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033—Lactation Accommodations)
(cf. 4119.11/4219.11/4319.11—Sexual Harassment)

- b. Religious creed discrimination based on an employee's religious belief or observance, include religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

(cf. 4119.41/4219.41/4319.41—Employees with Infectious Disease)

- c. **Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity**
 - d. **Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee**

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, **reports an incident**, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; **2 CCR 11028**)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, **including harassment of an employee by a nonemployee**, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. ~~The district shall protect any employee who does report such incidents from retaliation.~~

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, **including providing training and information to employees about how to recognize harassment, and discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination** ~~how to respond appropriately, and components of the district's policies and regulations regarding discrimination.~~ The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

~~(cf. 4118 Suspension/Disciplinary Action)~~
~~(cf. 4218 Dismissal/Suspension/Disciplinary Action)~~

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Civil Rights Department, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

Legal References:

<u>State</u>	<u>Description</u>
2 CCR 11006-11086	<i>Discrimination in employment</i>
2 CCR 11023	<i>Harassment and discrimination prevention and correction</i>
2 CCR 11024	<i>Required training and education on harassment based on sex, gender identity and expression, and sexual orientation</i>
2 CCR 11027-11028	<i>National origin and ancestry discrimination</i>
5 CCR 4900-4965	<i>Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance</i>
CA Constitution Article I, Section 1	<i>Inalienable rights</i>
Civ. Code 51.7	<i>Freedom from violence or intimidation</i>
Ed. Code 200-262.4	<i>Prohibition of discrimination</i>

Gov. Code 11135
 Gov. Code 12900-12996
 Gov. Code 12940-12952
 Gov. Code 12960-12976
 Pen. Code 422.56
 Federal
 20 USC 1681-1688

 28 CFR 35.101-35.190
 29 USC 621-634
 29 USC 794
 34 CFR 100.6
 34 CFR 104.7

 34 CFR 104.8
 34 CFR 106.8

 34 CFR 110.1-110.39
 42 USC 12101-12213
 42 USC 2000d-2000d-7
 42 USC 2000e-2000e-17
 42 USC 2000ff-2000ff-11
 42 USC 2000h-2-2000h-6
 42 USC 6101-6107
 Executive Order 11246
 U.S. Constitution

Prohibition of discrimination
 Fair Employment and Housing Act
 Unlawful employment practices
 Unlawful employment practices; complaints
 Definitions; hate crimes
 Description
 Title IX of the Education Amendments of 1972; discrimination based on sex
 Americans with Disabilities Act
 Age Discrimination in Employment Act
 Rehabilitation Act of 1973; Section 504
 Title VI; Compliance information
 Section 504; Designation of responsible employee and adoption of grievances procedures
 Notice of Nondiscrimination on the Basis of Handicap
 Designation of coordinator; dissemination of policy, and adoption of grievance procedures
 Nondiscrimination on the basis of age
 Americans with Disabilities Act
 Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended
 Genetic Information Nondiscrimination Act of 2008
 Title IX of the Civil Rights Act of 1964
 Age discrimination in federally assisted programs
 "Know Your Rights: Workplace Discrimination is Illegal" poster
 Amendment 1, Free exercise, free speech, and establishment clauses

Management Resources

CA Civil Rights Department Publication
 CA Civil Rights Department Publication
 CA Civil Rights Department Publication

 CA Civil Rights Department Publication
 CA Civil Rights Department Publication
 Court Decision
 Court Decision
 Court Decision
 U.S. DOE Office for Civil Rights Publication
 U.S. Equal Employment Opportunity Comm
 Publication
 U.S. Equal Employment Opportunity Comm
 Publication
 U.S. Equal Employment Opportunity Comm
 Publication
 U.S. Equal Employment Opportunity Comm
 Publication
 Website

 Website
 Website
 Website
 Website
 Cross References

Description

Family Care and Medical Leave and Pregnancy Disability Leave
 California Law Prohibits Workplace Discrimination and Harassment
 The Rights of Employees Who Are Transgender or Gender Nonconforming
 Harassment Prevention Guide for California Employers
 Your Rights and Obligations as a Pregnant Employee
 Kennedy v. Bremerton (2022) 142 S.Ct. 2407
 Shephard v. Loyola Marymount, (2002) 102 Cal.App. 4th 837
 Thomson v. North American Stainless LP (2011) 62 U.S. 170
 Notice of Non-Discrimination, August 2010
 Know Your Rights: Workplace Discrimination is Illegal, October 2022
 Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
 EEOC Compliance Manual

 U.S. Department of Labor, Office of Federal Contract Compliance Program
 CSBA District and County Office of Education Legal Services
 California Civil Rights Department
 U.S. Department of Education, Office for Civil Rights
 U.S. Equal Employment Opportunity Commission

<u>Code</u>	<u>Description</u>
0410	Nondiscrimination In District Programs And Activities
0470	COVID-19 Mitigation Plan
1113	District And School Web Sites
1114	District-Sponsored Social Media
1240	Volunteer Assistance

1312.1 *Complaints Concerning District Employees*
1312.3 *Uniform Complaint Procedures*
1313 *Civility*
3312 *Contracts*
3530 *Risk Management/Insurance*
3580 *District Records*
3600 *Consultants*
4000 *Concepts And Roles*
4032 *Reasonable Accommodation*
4033 *Lactation Accommodation*
4111 *Recruitment And Selection*
4111.2 *Legal Status Requirement*
4112.4 *Health Examinations*
4112.41 *Employee Drug Testing*
4112.6 *Personnel Files*
4112.8 *Employment Of Relatives*
4112.9 *Employee Notifications*
4113.5 *Working Remotely*
4114 *Transfers*
4118 *Dismissal/Suspension/Disciplinary Action*
4119.1 *Civil And Legal Rights*
4119.11 *Sexual Harassment*
4119.12 *Title IX Sexual Harassment Complaint Procedures*
4119.22 *Dress And Grooming*
4119.23 *Unauthorized Release Of Confidential/Privileged Information*
4119.41 *Employees With Infectious Disease*
4131 *Staff Development*
4144 *Complaints*
4151 *Employee Compensation*
4154 *Health And Welfare Benefits*
4161.5 *Military Leave*
4161.8 *Family Care And Medical Leave*
4211 *Recruitment And Selection*
4211.2 *Legal Status Requirement*
4212.4 *Health Examinations*
4212.41 *Employee Drug Testing*
4212.6 *Personnel Files*
4212.8 *Employment Of Relatives*
4212.9 *Employee Notifications*
4213.5 *Working Remotely*
4218 *Dismissal/Suspension/Disciplinary Action*
4219.1 *Civil And Legal Rights*
4219.11 *Sexual Harassment*
4219.12 *Title IX Sexual Harassment Complaint Procedures*
4219.22 *Dress And Grooming*
4219.23 *Unauthorized Release Of Confidential/Privileged Information*
4219.41 *Employees With Infectious Disease*
4231 *Staff Development*
4244 *Complaints*
4251 *Employee Compensation*
4254 *Health And Welfare Benefits*
4254 *Health And Welfare Benefits*
4261.5 *Military Leave*
4261.8 *Family Care And Medical Leave*
4311 *Recruitment And Selection*
4311.2 *Legal Status Requirement*
4312.4 *Health Examinations*
4312.41 *Employee Drug Testing*

4312.6 Personnel Files
4312.8 Employment Of Relatives
4312.9 Employee Notifications
4313.5 Working Remotely
4319.1 Civil And Legal Rights
4319.11 Sexual Harassment
4319.12 Title IX Sexual Harassment Complaint Procedures
4319.22 Dress And Grooming
4319.23 Unauthorized Release Of Confidential/Privileged Information
4319.41 Employees With Infectious Disease
4331 Staff Development
4344 Complaints
4351 Employee Compensation
4354 Health And Welfare Benefits
4361.5 Military Leave
4361.8 Family Care And Medical Leave
9000 Role Of The Board
9321 Closed Session

Policy 4030
adopted: September 17, 2012
revised: ~~December 16, 2021~~

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

NONDISCRIMINATION IN EMPLOYMENT

All allegations of discrimination in employment, including those involving an employee, job applicant, inter, volunteer, or other person contracted to provide services to the district shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to ~~coordinate~~ **organize and manage** the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

EXECUTIVE DIRECTOR, HUMAN RESOURCES

(position title)

12335 WOODSIDE AVENUE, LAKESIDE CA 92040

(address)

(619) 390-2618

(telephone number)

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation ~~against in~~ district ~~employees, volunteers, interns, and job applicants~~ **employment**, the Superintendent or designee shall implement the following measures:

1. **Display in a prominent and accessible location at every work site where the district has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Civil Rights Department (CRD) posters on the prohibition of workplace discrimination and harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 129501 2 CCR 11013, 11023, 11049)**
2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, ~~to employees, volunteers, interns, job applicants, and the general public~~ by: (5 CCR 4960; 34 CFR 100.6, 106.98)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
 - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
 - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

~~(cf. 1113—District and School Web Sites)~~
~~(cf. 1114—District Sponsored Social Media)~~

3. **Disseminate the district’s nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2CCR 11023)**
 - a. **Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return**
 - b. **Sending a copy via email with an acknowledgment return form**
 - c. **Posting a copy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies**
 - d. **Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session**
 - e. **Any other way that ensures employees receive and understand the policy**
4. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

~~(cf. 4112.9/4212.9/4312.9—Employee Notifications)~~

5. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

The district may also provide bystander intervention training to employees which includes information and practical guidance on how to recognize potentially problematic behaviors and which may motivate them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

~~(cf. 1240—Volunteer Assistance)~~
~~(cf. 4131—Staff Development)~~
~~(cf. 4231—Staff Development)~~
~~(cf. 4331—Staff Development)~~

6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law
7. **For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)**

Complaint Procedure

Complaints of sexual harassment shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 – Title IX Sexual Harassment Complaint Procedures if the alleged conduct meets the definition of sexual harassment pursuant to 34 CFR 106.30.

Any **other** complaint ~~by an employee or job applicant~~ alleging **unlawful** discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant ~~who is an employee shall~~ **may** inform ~~his/her~~ a **direct supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman.** ~~However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the Superintendent. A job applicant shall inform the coordinator or the Superintendent or designee. The complainant's direct supervisor may be bypassed in filing a complaint when the supervisor is the subject of the complaint.~~

~~The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her~~ **the complainant's supervisor before filing a written complaint.**

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

~~(cf. 0410 – Nondiscrimination in District Programs and Activities)~~

~~(cf. 4032 – Reasonable Accommodation)~~

~~(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)~~

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the **investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.**

~~(cf. 3580—District Records)~~
~~(cf. 4112.6/4212.6/4312.6—Personnel Files)~~
~~(cf. 4119.23/4219.23/4319.23—Unauthorized Release of Confidential/Privileged Information)~~

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out ~~his/her~~ the investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of ~~his/her~~ the findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, **provide appropriate options for remedial actions and resolutions for the complainant**, ~~correct the effect on the complainant~~, and ensure that retaliation or further discrimination or harassment does not occur. The report shall be presented to the ~~complainant, the person accused,~~ and the Superintendent or designee.

A summary of the findings shall be presented to the complainant and the person accused.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

~~(cf. 1312.1—Complaints Concerning District Employees)~~
~~(cf. 9321—Closed Session Purposes and Agendas)~~

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either **CRD** ~~the California Department of Fair Employment and Housing (DFEH)~~ or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. **For filing** ~~To file a valid complaint with DFEH~~ **CRD alleging a violation of Government Code 12940-12952**, within ~~one~~ **three** years of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. **For filing** ~~To file a valid complaint directly~~ with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. **For filing** ~~To file a valid complaint with EEOC after first filing a complaint with DFEH~~ **with CRD**, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by ~~DFEH~~ **CRD**, whichever is earlier (42 USC 2000e-5)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Board Policy 5141.5: Mental Health

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to expand the first philosophical paragraph and reflect the U.S. Surgeon General's NEW GUIDANCE regarding the importance of social connection and the impact of social media on health and well-being. Policy also updated to reflect NEW LAW (SB 14, 2021) which requires the California Department of Education (CDE) to recommend best practices and identify training programs to address student behavioral and mental health, including common psychiatric conditions and substance use disorders, safely deescalating crisis situations involving students with a behavioral health disorder, linking students with referrals, and providing instruction on how to maintain student privacy and confidentiality. Policy also updated to reflect that districts are required to notify students and parents/guardians twice a year about how to access mental health services, NEW LAW (AB 748, 2022) which requires each school site serving students in any of grades 6-12 to create a mental health poster, and NEW LAW (AB 167, 2021) which requires CDE to develop guidelines for the use of telehealth technology in schools.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

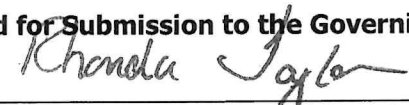
Originating Department/School: Superintendent's Office

Submitted/Recommended By:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

OKNDW:PF

Students

BP 5141.5(a)

MENTAL HEALTH

The Governing Board recognizes that students' emotional well-being and mental health ~~contribute~~ **are critical** to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to **reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build students' resiliency skills, help students including digital resilience, increase social connections, and cope with life challenges, and reduce the stigma associated with mental illness.**

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

~~(cf. 1220 - Citizen Advisory Committees)~~

~~(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)~~

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~(cf. 5131.2 - Bullying)~~

~~(cf. 5137 - Positive School Climate)~~

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~(cf. 5145.7 - Sexual Harassment)~~

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

~~(cf. 6142.8 - Comprehensive Health Education)~~

Information and Training

The Superintendent or designee shall provide school staff with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Such training shall also provide instruction on how

to maintain student privacy and confidentiality. Behavioral health information and training may also be provided to parents/guardians, students, and families. (Education Code 49428.15)

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students
2. Including the information, at the beginning of the school year, in the parent handbook for parents/guardians and in student orientation materials or a student handbook
3. Posting the information on the school's website or social media

Parents/guardians and students shall each receive two notices on how to initiate access to student mental health services, which may be delivered by different methods. (Education Code 494280)

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes
2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors.
3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers

4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy
5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

~~The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.~~

~~(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)
(cf. 5141.52 – Suicide Prevention)~~

~~The Superintendent or designee shall develop a protocol for identifying students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.~~

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

~~(cf. 5141.6 – School Health Services)
(cf. 6164.2 – Guidance/Counseling Services)~~

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation

Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

~~(ef. 6164.4 Identification and Evaluation of Individuals for Special Education)~~
~~(ef. 6164.6 Identification and Education Under Section 504)~~

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Legal Reference:

EDUCATION CODE

~~215-216 Student suicide prevention~~

~~234.6 Posting suicide prevention policy on web site~~

~~32280-32289.5 Comprehensive safety plan~~

~~49060-49079 Student records~~

~~49600 Responsibilities of school counselors~~

~~49602 Confidentiality of student information~~

~~49604 Suicide prevention training for school counselors~~

~~56171 Duty to identify and assess children in private schools who need special education services~~

~~56300-56385 Identification, referral, and assessment for special education~~

WELFARE AND INSTITUTIONS CODE

~~5698 Emotionally disturbed youth; legislative intent~~

~~5840-5840.8 Prevention and early intervention programs~~

~~5850-5886 Children's Mental Health Services Act~~

UNITED STATES CODE, TITLE 20

~~1400-1482 Individuals with Disabilities Education Act~~

UNITED STATES CODE, TITLE 29

~~794 Rehabilitation Act of 1973, Section 504~~

CODE OF FEDERAL REGULATIONS, TITLE 28

~~35.101-35.190 Nondiscrimination on the basis of disability~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~34 CFR 300.1-300.818 Individuals with Disabilities Education Act~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008~~

~~Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019~~

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

~~School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009~~

NATIONAL CHILD TRAUMATIC STRESS NETWORK PUBLICATIONS

~~Child Trauma Toolkit for Educators, 2008~~

WEB SITES

~~American Association of Suicidology: <http://www.suicidology.org>~~

~~American Foundation for Suicide Prevention: <https://afsp.org>~~

~~American Psychological Association: <http://www.apa.org>~~

~~American School Counselor Association: <https://www.schoolcounselor.org>~~

~~California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/eg/mh>~~

California Department of Health Care Services, Mental Health Services: <http://www.dhcs.ca.gov/services/MH>
Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>
National Association of School Psychologists: <https://www.nasponline.org>
National Child Traumatic Stress Network: <https://www.netn.org>
National Council for Behavioral Health, Mental Health First Aid: <https://www.mentalhealthfirstaid.org>
National Institute for Mental Health: <http://www.nimh.nih.gov>
Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>
Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<u>State</u>	<u>Description</u>
Ed. Code 215-216	Student suicide prevention
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans
Ed. Code 49060-49079	Student records
Ed. Code 49428.1	Student mental health referral protocols
Ed. Code 49428.15	Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health
Ed. Code 49428.5	Student mental health poster
Ed. Code 49600	Responsibilities of school counselors
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Ed. Code 51925-51929	Mandatory mental health education
Ed. Code 56171	Duty to identify and assess children in private schools who need special education services
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
W&I Code 5698	Emotionally disturbed youth; legislative intent
W&I Code 5840-5840.8	Prevention and early intervention programs
W&I Code 5850-5883	Mental Health Services Act
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

<u>Management Resources</u>	<u>Description</u>
California Department of Education Publication	Youth Behavioral Health Training Programs
California Department of Education Publication	Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
Nat. Child Traumatic Stress Network Publication	Child Trauma Toolkit for Educators, 2008
US Department of Education Publication	Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, April 2023
US Department of Health and Human Services	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023

<i>US Dept of Health and Human Services Publication</i>	<i>Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023</i>
<i>Website</i>	<i>CSBA District and County Office of Education Legal Services</i>
<i>Website</i>	<i>National Child Traumatic Stress Network</i>
<i>Website</i>	<i>National Council for Behavioral Health, Mental Health First Aid</i>
<i>Website</i>	<i>Suicide Prevention Lifeline</i>
<i>Website</i>	<i>Suicide Prevention Resource Center</i>
<i>Website</i>	<i>Substance Abuse and Mental Health Services Administration</i>
<i>Website</i>	<i>American Association of Suicidology</i>
<i>Website</i>	<i>American Foundation for Suicide Prevention</i>
<i>Website</i>	<i>American Psychological Association</i>
<i>Website</i>	<i>California Department of Health Care Services, Mental Health Services</i>
<i>Website</i>	<i>Centers for Disease Control and Prevention, Mental Health</i>
<i>Website</i>	<i>National Association of School Psychologists</i>
<i>Website</i>	<i>National Institute for Mental Health</i>
<i>Website</i>	<i>California Department of Education, Mental Health</i>
<i>Website</i>	<i>American School Counselor Association</i>
<i>Website</i>	<i>Office of the Surgeon General</i>
<i>Cross References</i>	

<u>Code</u>	<u>Description</u>
0470	COVID-19 Mitigation Plan
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
4131	Staff Development
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6173.4	Education for American Indian Students

Policy
adopted: December 17, 2020
revised:

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Administrative Regulations 4217.3: Layoff/Rehire

Background (Describe purpose/rationale of the agenda item):

Second Reading: Regulation updated to add descriptions to the OPTION headings for the determination of "length of service" for order of layoff purposes, reflect NEW LAW (AB 438, 2021) which, for both merit and non-merit districts, specifies notice requirements and hearing rights districts must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15, and that classified staff may be reduced due to lack of work or lack of funds when the governing board determines during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies that the district's local control funding formula apportionment per unit of average daily attendance for the fiscal year of the Budget Act has not increased by at least two percent. Regulation also updated to provide material regarding a permanent classified employee's request for a hearing, including a hearing before an administrative law judge in which the board makes the final decision regarding the sufficiency of the cause and disposition of the layoff, provide material regarding final notice before May 15 to employees affected by the layoff unless a continuance is granted, add material regarding notice to affected employees when classified positions are eliminated as a result of the expiration of a specifically funded program, and include that districts may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

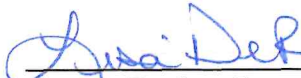
Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

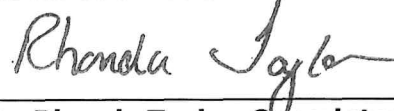
Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

LAYOFF/REHIRE

Classified employees shall be subject to layoff for lack of work or lack of funds. (Education Code 45114, 45308)

A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render. (Education Code 45117)

Order of Layoff Within a Classification/Determination of Seniority

Within each class, the order of layoff shall be determined by length of service. (Education Code 45114, 45308)

Length of service shall be determined by the date of hire. The employee who has been employed the shortest time by the district shall be laid off first. (Education Code 45308)

For an employee in a "restricted position" under Education Code 45105 or 45259, the original date of employment in the restricted position shall be used to determine the length of service, provided the employee has completed six months of satisfactory service and has successfully passed the qualifying examination required for service in the class. (Education Code 45105)

Length of service credit shall be granted for military leave of absence, including voluntary and involuntary active duty during a period of national emergency or war, as a member of the Military Reserve or the National Guard. (Education Code 45297, 45308)

Length of service credit may be granted for time spent on unpaid illness or maternity leave, unpaid family care leave, or unpaid industrial accident leave. Length of service credit shall not be granted for other types of unpaid leaves. (Education Code 45308)

Notice of Layoff and Hearing Rights

Whenever a permanent classified employee is to be laid off for lack of work or lack of funds, the Superintendent or designee shall, no later than March 15 and before the employee is given formal notice by the Governing Board, give to the employee written notice of the recommendation, the reasons that the employee's services will not be required for the ensuing year, any displacement rights, reemployment rights, and the employee's right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 45117, Government Code 11503 and 11505, and other applicable provisions of law. (Education Code 45117)

An employee who is so notified may request a hearing to determine if there is cause for not reemploying the employee for the ensuing year. The request shall be in writing and shall be delivered to the person who sent notice to the employee, on or before March 15 but not less than seven days after the date the notice is served on the employee. Failure of an employee to request a hearing on or before the date specified shall constitute a waiver of the employee's right to a hearing. (Education Code 45117)

The Superintendent or designee shall serve an employee who timely requests a hearing with the District Statement of Reduction in Force documents. The employee has five calendar days from service of the District Statement of Reduction in Force documents to timely file a notice of participation with the district. The parties are entitled to discovery, if requested within 15 days of service of the District Statement of Reduction in Force documents. (Education Code 45117)

If a hearing is requested by a permanent classified employee, the proceeding shall be conducted and a decision made by an administrative law judge in accordance with Government Code 11500-11529. The Board shall make a final decision regarding the sufficiency of the cause and disposition of the layoff upon receipt of the administrative law judge's proposed decision. None of the findings, recommendations, or determinations in the proposed decision prepared by the administrative law judge shall be binding on the Board. (Education Code 45117)

Following the Board's decision, the Superintendent or designee shall give final notice of termination to the affected employee(s) before May 15 unless a continuance was granted after a request for hearing was made, in which case such date may be extended by the number of days of the continuance. (Education Code 45117)

If during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies, the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, and that it is therefore necessary to decrease the number of classified employees due to lack of work or lack of funds, the Board may issue a District Statement of Reduction in Force to those employees in accordance with a schedule of notice and hearing adopted by the Board, and layoff proceedings shall be carried out as required by law. (Education Code 45117)

When classified positions are eliminated as a result of the expiration of a specifically funded program, the district shall give written notice to the affected employee(s) not less than 60 days prior to the effective date of the layoff informing the employee(s) of the layoff date, any displacement rights, and employment rights. (Education Code 45117)

The district is not required to provide a layoff notice to any person hired as a short-term employee for a period not exceeding 45 60 days whose service may not be extended or renewed. (Education Code 45117)

Additionally, the district may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds. (Education Code 45117)

Reemployment

Classified employees laid off because of lack of work or lack of funds shall be eligible for reemployment for a period of 39 months and shall be reemployed in preference to new applicants. Reemployment shall be in order of seniority. Persons so laid off also have the right to apply and establish their qualification for vacant promotional positions within the district during the 39-month period. (Education Code 45114, 45298, 45308)

When a vacancy occurs, the district shall give the employee with the most seniority an opportunity to accept or reject the position, by first calling the employee at the employee's last known telephone number to notify the employee of the vacancy and then sending written notice by certified and standard mail to the employee's last known address. The employee shall advise the district of the decision by any means no later than 10 calendar days from the date the notice was sent. If the employee accepts, the employee shall report to work no later than two calendar weeks from the vacancy notification date or on a later date specified by the district.

Upon rejecting two offers of reemployment, the employee's name shall be removed from the reemployment list and the employee will forfeit all reemployment rights to which the employee would otherwise be entitled.

When an employee is notified of a vacancy and fails to respond or report to work within time limits specified by district procedures, the employee's name shall be removed from the reemployment list and all reemployment rights to which ~~he/she~~ the employee would otherwise be entitled shall be forfeited.

If an employee is reemployed in a new position and fails to complete the probationary period in the new position, the employee shall be returned to the reemployment list for the remainder of the 39-month period. The remaining time period shall be calculated as the time remaining in the 39-month period as of the date of reemployment. (Education Code 45114, 45298)

Reinstatement of Benefits

When a laid-off employee is reemployed, all accumulated sick leave credit shall be restored.

A laid-off probationary employee shall be reemployed as a probationary employee, and the time served toward the completion of the required probationary period shall be counted. The employee shall also be reemployed with all rights and benefits accorded to him/her at the time of layoff.

A laid-off employee, when reemployed, shall be placed on the salary step held at the time of layoff. An employee who was bumped into a lower class shall, when reinstated to the previous class, be placed on the salary step to which the employee would have progressed had the employee remained there. An adjusted anniversary date shall be established for step increment purposes so as to reflect the actual amount of time served in the district.

Voluntary Demotion or Reduction of Hours

Classified employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff, or in order to remain in their present position rather than be reclassified or reassigned, shall be granted the same rights as employees who are laid off. In addition, such employees shall retain eligibility to be considered for reemployment in their previously held class or position with increased assigned time, for an additional period of time up to 24 months as determined by the Board on a class-by-class basis, provided that the same test of fitness under which they qualified for appointment to that class shall still apply. (Education Code 45114, 45298)

Employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff shall have the option of returning to a position in their former class or to positions with increased assigned time as vacancies become available and without limitation of time. If there is a valid reemployment list, they shall be ranked on that list in accordance with their proper seniority. (Education Code 45114, 45298)

Legal Reference:

<u>State</u>	<u>Description</u>
<i>Ed. Code 45101</i>	<i>Definitions; disciplinary action and cause</i>
<i>Ed. Code 45103</i>	<i>Classified service in districts not incorporating the merit system</i>
<i>Ed. Code 45105</i>	<i>Positions under various acts not requiring certification qualifications</i>
<i>Ed. Code 45113</i>	<i>Notification of charges; classified employees</i>
<i>Ed. Code 45114</i>	<i>Layoff and reemployment procedures; definitions</i>
<i>Ed. Code 45115</i>	<i>Layoff; reinstatement from service retirement</i>
<i>Ed. Code 45117</i>	<i>Notice of layoff; classified employees</i>
<i>Ed. Code 45286</i>	<i>Limited term employees</i>
<i>Ed. Code 45297</i>	<i>Right to take equivalent examination while employee in military service</i>
<i>Ed. Code 45298</i>	<i>Reemployment of persons laid off; voluntary demotions or reductions in time</i>
<i>Ed. Code 45308</i>	<i>Order of layoff and reemployment; length of service</i>
<i>Ed. Code 45309</i>	<i>Reinstatement of permanent noncertified employees after resignation</i>
<i>Gov. Code 11500-11529</i>	<i>Administrative adjudication; formal hearings</i>
<i>Federal</i>	<i>Description</i>
<i>38 USC 4301-4335</i>	<i>Employment and reemployment rights of members of the uniformed services</i>

Management Resources

<u>Court Decision</u>	<u>Description</u>
<i>Court Decision</i>	<i>San Mateo City School District v. Public Employment Relations Board (1983) 33 Cal.3d 850</i>
<i>Court Decision</i>	<i>Tucker v. Grossmont Union High School District (2008) 168 Cal.App.4th 640</i>
<i>Website</i>	<i>CSBA District and County Office of Education Legal Services</i>
<i>Website</i>	<i>California School Employees Association</i>

Cross References

<u>Code</u>	<u>Description</u>
<i>1240</i>	<i>Volunteer Assistance</i>
<i>4032</i>	<i>Reasonable Accommodation</i>
<i>4112.9</i>	<i>Employee Notifications</i>
<i>4112.9-E(1)</i>	<i>Employee Notifications</i>
<i>4121</i>	<i>Temporary/Substitute Personnel</i>
<i>4161.11</i>	<i>Industrial Accident/Illness Leave</i>
<i>4161.5</i>	<i>Military Leave</i>
<i>4161.8</i>	<i>Family Care And Medical Leave</i>
<i>4200</i>	<i>Classified Personnel</i>
<i>4212.9</i>	<i>Employee Notifications</i>
<i>4212.9-E(1)</i>	<i>Employee Notifications</i>
<i>4261.1</i>	<i>Personal Illness/Injury Leave</i>
<i>4261.11</i>	<i>Industrial Accident/Illness Leave</i>
<i>4261.5</i>	<i>Military Leave</i>
<i>4261.8</i>	<i>Family Care And Medical Leave</i>
<i>4312.9</i>	<i>Employee Notifications</i>
<i>4312.9-E(1)</i>	<i>Employee Notifications</i>
<i>4361.11</i>	<i>Industrial Accident/Illness Leave</i>
<i>4361.5</i>	<i>Military Leave</i>
<i>4361.8</i>	<i>Family Care And Medical Leave</i>

Regulation 4217.3
approved: September 17, 2012
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 10/12/23

Agenda Item:

Board Policy and Administrative Regulation 6154: Homework/Makeup Work

Background (Describe purpose/rationale of the agenda item):

Second Reading: Regulation and Administrative Regulation updated per the Homework Committee.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:


- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

HOMEWORK/MAKEUP WORK

The Governing Board recognizes that meaningful homework can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 – Academic Honesty and Board Policy 6163.4 – Student Use of Technology.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework, and responsibilities of staff, students and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives **and inspire students' interests.**

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. ~~When a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.~~ **Students may also work with other students and use approved outside resources as directed by the teacher.**

To further support student's homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or provide before-school and after school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Makeup Work

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

HOMEWORK/MAKEUP WORK

Purpose of Homework

The purpose of homework is to strengthen academic skills, reinforce concepts taught by teachers, develop student responsibility and accountability, and promote parent awareness. Positive results of homework include better retention of factual knowledge, increased understanding of material, improved critical thinking, concept formation and information processing skills, as well as enrichment of the core curriculum. Our goal is to create assignments that promote one or more of these outcomes. We recognize that homework is not the only circumstance under which after-school learning takes place. Many leisure-time activities teach important academic and life skills. We believe in the importance of balancing leisure, learning and family time.

Definition

Homework is an independent activity to be accomplished outside of the school day. At times, it may require some parental help. Homework may be used as part of the student's overall evaluation and to locate problems in student progress. Not all homework assignments will be formally evaluated. Homework will fall into one or more of the following categories:

- **Practice** - Activities to reinforce skills such as studying spelling words and practicing math facts.
- **Preparation** - Assignments designed to provide background information and focus on future class activities. Studying for tests and reading supplementary materials are examples of such homework assignments.
- **Extension/Creativity** - Activities such as book reports, group projects, and research for reports are examples of such homework.
- **Leisure reading** - Expands vocabulary, increases cumulative language experiences, improves writing quality, and promotes life-long learning.
- **Unfinished class work or work missed due to absences**, although accomplished outside of the school day, is not included in the school's definition of homework. Missed or alternative class work, as well as homework is assigned after a student's absence. Regular school attendance is critical for student academic success.

Amount of Homework

The amount of homework assigned shall be related to the maturity and ability level of the students in a given class. The following chart should be used as a guide for teachers and students. These schedules can be used as guidelines for parents and teachers in monitoring student time devoted to homework. Teachers are not required to assign homework.

Grade level(s)	Recommended Range of Time/Day (if assigned, not to exceed)
TK/K	0– 20 minutes
1st/2nd	10– 30 minutes
3rd - 5th	20– 45 minutes
6th - 8th	60– 90 minutes* (includes all classes/coursework)

**Be advised that students on occasion may spend more than one hour and/or more completing schoolwork, as time at home may be spent doing assigned homework, long-term projects, and completing unfinished classroom assignments. Students have varying abilities to use class time efficiently, and the amount of time spent on homework varies from one child to another.*

Student's Responsibility

It is the responsibility of the student to record and understand the homework assignment, complete it, and return it to school on the required day. Students should also communicate their level of understanding of the homework with their teachers as well.

Parent's Responsibility

It is the responsibility of the parent to set a specific time and place for doing homework and to monitor the student's homework. Parents who have concerns about homework should contact their child's teacher. Parents should provide guidance to students, not answers.

Teacher's Responsibility

Teachers will be responsible for assigning homework to students and for providing the necessary explanation and direction required ensuring that the students can accomplish the work with reasonable success. The teacher will also monitor, assess, and acknowledge homework results for parents and students. Specific classroom homework guidelines will be established by each teacher in accordance with the district policy taking into consideration students with specific needs and abilities. Teachers will share their homework guidelines with parents at the beginning of the school year.

- The length and frequency of homework assignments will take into account the developmental level of students in the class as well as the resources available at home.
- Students can expect assignments that help them practice skills already learned, prepare them to learn new skills in class, and require them to apply learned skills to new situations outside of school.
- Homework will generally focus on skills and material already learned, on extending these skills, or on the integration of skills already possessed by the student.

Homework Tips for Parents

1. Be a stage manager. Make sure your child has a quiet, well-lit place to do homework. Make sure the needed materials are available.

- 2. Be a motivator. Homework provides a great opportunity for you to tell your child how important school is. The positive attitude you express about homework will be the attitude your child acquires.**
- 3. Be a role model. Help your child see that the skills he or she is practicing are related to the things you do as an adult. Example: Demonstrate your interest in reading. Read in front of your child.**
- 4. Be a mentor and a monitor. Homework is one way for children to develop independent, life-long learning skills. Watch your child for signs of failure and frustration. If your child asks for help, provide guidance, not answers. If frustration sets in, suggest a short break. If you want additional homework, select appropriate enrichment or reinforcement activities.**

Regulation
approved:
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California