

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
AGENDA

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

November 8, 2022
6:30 P.M.

Any materials required by law to be made available to the public prior to a meeting of the Board of Trustees of the District can be inspected at the following address during normal business hours: Lakeside Union School District Office, 14535 Old River Road, Bakersfield, CA 93311.

1. CALL TO ORDER, ROLL CALL AND FLAG SALUTE

BOARD OF TRUSTEES: _____ Mario Buoni(MB) _____ Alan Banducci(AB)
 _____ Tamara Jones(TJ) _____ Russell Robertson(RR)
 _____ Darin Buoni(DB)

2. CONSENT CALENDAR *All the items listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one action unless members of the board, staff or public request specific items to be discussed and/or removed from the Consent Calendar. It is recommended the following be approved or ratified:*

- A. Approve minutes of Regular Meeting of October 11, 2022.
- B. Approve October End of Month Payroll - \$701,650.57 and November Mid Month Payroll of - \$59,894.02.
- C. Approve B-Warrants #8, #9

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

3. PRESENTATION OF CASSPP SCORES

4. HEARING OF STAFF AND/OR CITIZENS *This agenda item is included to allow members of the public opportunity to ask questions or discuss non-agenda items with the Board. There will be a three-minute time limit per person or twenty minutes total per item. (BB9323)*

5. DISCUSSION OR ACTION ITEMS

A. General Control

- (1) Approval of Student Teaching Letter of Agreement Between Western Governors University and the Lakeside Union School District.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (2) Approval of the Lakeside Union School Districts Comprehensive Safe School Plan for 2023-2024.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

B. Budget and Finance

- (1) Approval of MOU – Teacher Induction Program with KCSOS.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (2) Approval of Quality Bidders Software Services Agreement.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (3) Approval of KCSOS Agreement #23-46671 – Kern Community Mentoring Americorps Program.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

C. Buildings and Grounds

- (1) Approval to Advertise Invitation To Contractors for the California Uniform Public Construction Cost Accounting Act (CUPCCAA).

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

D. Personnel

- (1) Receipt and Public Notice of the CSEA Lakeside/Old River Chapter 730 Initial Reopener Proposal to the Lakeside Union School District for the 2022-2023 school year pursuant to Government Code section 3547. A public hearing regarding the proposal will be scheduled by the Board of Trustees for the next Board meeting.

- (2) Receipt and Public Notice of the Lakeside Union School District Initial Reopener Proposal to the CSEA Lakeside/Old River Chapter 730 for the 2022-2023 school year pursuant to Government Code section 3547. A public hearing regarding the proposal will be scheduled by the Board of Trustees for the next Board meeting.

- (3) Approval to Hire Jesus Padilla Diaz, 6.5 Hour Instructional Aide at Suburu School.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (4) Approval to Hire Julianne Galindo-Saunders, 6.5 Hour Instructional Aide at Suburu School.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (5) Approval to Hire Aileen Abundiz, 7.5 Hour Instructional Aide at Suburu School.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (6) Approval to Hire Alejandra Mosqueda, on a PIP as a 1st Grade Teacher at Suburu School.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (7) Approval to Hire Carolina Lomeli, 7.5 Hour Instructional Aide at Lakeside School.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

- (8) Approval to Hire Yolanda Martinez, 4 Hour Instructional Aide at Suburu School.

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

6. CLOSED SESSION

- A. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
(Paragraph (1) of subdivision (d) of Government Code Section 54956.9)
OAH Case No. 2022090301

7. OPEN SESSION

8. REPORT OF CLOSED SESSION

9. REPORTS AND CORRESPONDENCE

A. Enrollment Lakeside 750 Suburu 824 Total 1574

B. Correspondence

C. CSEA

D. CTA

E. Board Members Reports *Each Board member may report about various matters involving the District. There will be no Board discussion except to ask questions and refer matters to staff and no action will be taken unless placed on an agenda for a subsequent meeting.*

F. Superintendent Report

10. ITEMS NOT ON THE AGENDA *Note: The Board is generally prohibited from discussing items, not on the agenda. Under limited circumstances, the Board may discuss and act on items not on the agenda if they involve an emergency affecting the safety of persons or property, or a work stoppage, or if the need to act came to the attention of the District too late to be included on the posted agenda.*

11. ADVANCE PLANNING

A. Future Meeting Dates

- (1) Regular Board Meeting – December 13, 2022 in the Lakeside School Auditorium.
- (2) Organizational Meeting – December 13, 2022 at 6:30 p.m. in the Lakeside School Auditorium.

12. ADJOURNMENT

Time: _____

Moved _____ Seconded _____ Roll Call Vote: MB _____ AB _____ TJ _____ RR _____ DB _____
Vote: Yes(Y) _____ No(N) _____ Abstained(A) _____ Absent(AB) _____

For information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation to participate in the public meeting, please contact Ty Bryson, District Superintendent.

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING
MINUTES

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

October 11, 2022
6:30 P.M.

BOARD MEMBERS PRESENT: Trustees Buoni, Banducci, Jones, Robertson (arrived at 6:43),
D. Buoni

BOARD MEMBERS ABSENT:

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute The regular meeting convened at 6:30 p.m.
2. Consent Agenda Approval of Consent Agenda. Motion by Trustee Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1. By this action the Board:
 - A. Approved the Minutes of Regular Meeting of August 9, 2022.
 - B. Approved the Minutes of Regular Meeting of September 13, 2022.
 - C. Approved September End of Month Payroll and October Mid Month Payroll.
 - D. Approved B-Warrants #1, #2, #3, #4, #5, #6, #7
3. Hearing of Staff and/or Citizens Mr. Elcano updated the board on the Preschool classrooms. Currently the classrooms are fully staffed. We have 4 students enrolled in the AM class and 5 students enrolled in the PM class. Mr. Elcano anticipates by January we will have 17 students enrolled. Everyone is going above and beyond to make this successful.
4. Discussion or Action Items
 - A. General Control
 - (1) Report on Williams Settlement Complaints. None
 - (2) Approval of BP 4112.42, 4212.42, 4312.42. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

- (3) Approval of AR 4112.42, 4212.42, 4312.42. Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.
- (4) Approval of Conflict of Interest Code BB 9270. Motion by Trustee Buoni, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.
- (5) Approval of Conflict of Interest Code E 9270. Motion by Trustee Buoni, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.
- (6) Approval of Agreement with Biola University, School of Education Affiliation Agreement. Motion by Trustee Jones, seconded by Trustee Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.
- (7) Approval of BP 5141.21. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.
- (8) Approval of AR 5141.21. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

B. Curriculum

- (1) Adjourn to Public Hearing for Discussion of Sufficiency of Instructional Materials.
- (2) Close Public Hearing.
- (3) Approval of Resolution 10112022 – Sufficiency of Instructional Materials for the 2021-2022 School Year. Motion by Trustee Buoni, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

C. Budget and Finance

- (1) Approval of Agreement Between Shared Technology Services and the Lakeside Union School District. Motion by Trustee Jones, seconded by Trustee Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

D. Personnel

- (1) Approval to Hire Ana Villareal, 5.5 Hour Instructional Aide at Suburu. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

- (2) Approval to Hire Yolanda Martinez, 2 Hour Supervision Aide at Suburu. Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (3) Approval to Hire Maria Lorena Guterrez, School Clerk II at Suburu. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (4) Approval to Hire Kanwalpreet Singh, 5.75 Hour Instructional Aide at Suburu. Motion By Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (5) Approval to Hire Macey Kadel, 6.5 Hour Instructional Aide at Suburu. Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (6) Approval to Hire Joe Montoya, Special Education Teacher at Suburu. Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

5. Closed Session

A. Conference with Labor Negotiators (G.C. 54957.6)

- Employee Organizations: LTA and CSEA
- Labor Negotiators: Ty Bryson

B. Public Employee Discipline/Dismissal/Release (G.C. 54957)

6. Open Session

7. Report of Closed Session Nothing to report.

8. Reports and Correspondence

A. Enrollment Lakeside 759 Suburu 822 Total 1581

B. CSEA None

C. CTA – Mr. Andreotti shared that bargaining is going well, they are asking for a lot of items. The LTA would like to have a competitive salary schedule. He reported that five veteran Teachers plan to leave at the end of the school year for hire pay. Mr. Andreotti shared that the District have veteran teachers also retiring soon and would like to get the salary and working Issues taken care of. He also said that there are a lot of veteran teachers because they love the Lakeside District and just want what is best for them and the students.

D. Correspondence – The district received the LCAP approval letter from KCSOS.

E. Board Members Report

F. Superintendent Report Mr. Bryson shared that the Annual School Boards meeting at the county office is coming up, if you would like to participate let the District Office know so we can register you. He reported the CIP team will be meeting all day Thursday and Friday.

9. Items Not on the Agenda None

10. Advance Planning

A. Future Meeting Dates

(1) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on November 8, 2022.

11. Adjournment Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni.
No – 0. Abstained – 0. Absent – 0.

The meeting was adjourned at 7:30 p.m.

Secretary to the Board

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	FD-RESC-Y-OBJT	ABA num	Account num	EE ES	E-Term	E-ExtRef
										Liq Amt		Net Amount
002516/00	SUSAN HUDSON				482862214							

PV-230114 10/11/2022 AGREEMENT 01-0000-0-3901.00-1110-1000-002-00-000-0000 NY
 TOTAL PAYMENT AMOUNT 60,000.00 *

TOTAL FUND	PAYMENT	60,000.00 **										60,000.00
TOTAL BATCH PAYMENT		60,000.00 ***								0.00		60,000.00
TOTAL DISTRICT PAYMENT		60,000.00 ****								0.00		60,000.00
TOTAL FOR ALL DISTRICTS:		60,000.00 *****								0.00		60,000.00

Number of checks to be printed: 1, not counting voids due to stub overflows.

Printed: 10/11/2022 11:24:37

ACCOUNTS PAYABLE PRELIST

APV500 L.00.20 10/26/22 13:41 PAGE 1
<< Held for Audit >>BATCH: 0009 PAYMENT
FUND : 01 GENERAL FUND

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
									Liq	Amt		Net Amount
000941/00	CARTWRIGHT WHEEL AND BRAKE					FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TYP4	T9MPS				

PV-230115 10/26/2022 MAINT

01-0000-0-4300.00-1110-1000-001-00-000-0000 NN
TOTAL PAYMENT AMOUNT 3,197.02 *

TOTAL FUND PAYMENT 3,197.02 ** 3,197.02

TOTAL BATCH PAYMENT 3,197.02 *** 0.00 3,197.02

TOTAL DISTRICT PAYMENT 3,197.02 **** 0.00 3,197.02

TOTAL FOR ALL DISTRICTS: 3,197.02 ***** 0.00 3,197.02

Number of checks to be printed: 1, not counting voids due to stub overflows.

Printed: 10/26/2022 13:43:17



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

STUDENT TEACHING LETTER OF AGREEMENT - CALIFORNIA

Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and Lakeside Union School District ("District"), and is effective as of the date of the signature below ("Effective Date").

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

A. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort.

B. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the then-current WGU full-time and continuous requirement in California (currently 13 weeks, or 16 weeks for special education) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.

C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Has documented completion of training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, as required by the California Commission on Teacher Credentialing (CTC);
- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Has a minimum of three years of teaching experience, five years preferred, with two or more years teaching in the placement school and/or District, and have strong evaluations;
- Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective when a state, district, or school provides such ratings;
- Successfully and with positive impact mentored student teachers, colleagues, and/or other adults;
- Competently uses technology for communicating via email and completing online evaluation forms; and
- Consistently models the dispositions and ethical considerations expected of WGU Teacher Candidates:
 - Caring and considerate
 - Affirming of diversity and cross-culturally competent
 - Reflective practitioner
 - Equitable and fair
 - Committed to the belief that all students can learn
 - Collaborative
 - Technologically proficient
 - Professional leadership

D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experience.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to: (i) complete a background check acceptable to District, and (ii) have a current Tuberculosis (TB) Risk Assessment and/or examination. Upon request, Teacher Candidates will be required to provide documentation to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.
- Maintain an online site for support, resources, and training for Cooperating Teachers.

- Facilitate a cohort seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.
- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates. Clinical supervision may include an in-person site visit, video capture, or synchronous video observation.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises.
- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Require Cooperating Teachers to complete and document training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, as required by the California CTC.
- Encourage administrators and Cooperating Teachers to participate in WGU's Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

F. Additional Terms

- **Term.** This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching.
- **Points of Contact.** Each party shall designate a point of contact between the parties for communication and coordination of Student Teaching. Contact information is set forth following the signature block.
- **Education Records.**
 - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a "school official" with a legitimate educational interest in such records.
 - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

- **Video Recordings.**

During Student Teaching, Teacher Candidates complete a teacher performance assessment, which measures Teacher Candidate readiness to teach. A teacher performance assessment is designed for Teacher Candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the Teacher Candidates respond to students when teaching in a real setting. In order to collect artifacts required for a teacher performance assessment, Teacher Candidates may be required to submit video recordings of themselves teaching in the classroom.

Additionally, recordings provide WGU an avenue to evaluate the performance of Teacher Candidates, and the Teacher Candidates with opportunities to evaluate themselves, reflect, and improve their instruction.

WGU provides the following guidelines to Teacher Candidates. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of the District's students should be agreed directly between the District and Teacher Candidates.

Teacher Candidate Guidelines

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to WGU.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
- **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
- **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with minimum limits of: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
- **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner.
- **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, veteran status, or any other basis protected by law.
- **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and

signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of or have any right to enforce the terms of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

WGU

By: Stacey Ludwig Johnson

Title: VP, Academic Operations, Teachers College

Point of Contact:

Email: fieldplacement@wgu.edu

Phone: 866-889-0132 (Option 1)

For legal notices:

General Counsel

Western Governors University

4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

DISTRICT

By: _____

Title: _____

Date: _____

Point of Contact:

Email:

Phone:

For legal notices:

2023 / 2024

LAKE SIDE UNION SCHOOL DISTRICT

Comprehensive Safe School Plan

COMPREHENSIVE SAFE SCHOOL PLANS

Crisis Management and Response

Lakeside Union School District
District Office
14535 Old River Road
Phone 661-836-6658 • Fax 661-836-8059

2022 -2023

Safe School Committee

Kristin Angelo, Lakeside School Principal
Valerie Hudson, Suburu School Principal
Craig Bailey, Vice Principal Lakeside School
Tara Carr, Vice Principal Suburu
Victor Morones, Melissa Kadel, Counselor
Wendy Oliver, Secretary
Nancy Ayotte, Teacher
Estelle Travis, Parent-Classified
Teacher

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Introduction

A Contingency Plan for School Campus Emergencies

The California Legislature enacted Senate Bill 187 that requires all California schools to develop and implement comprehensive Safe School Plans. (Education Code section 35294.2) In addition, California requires that school principals formulate and submit to the district superintendent for approval a civil defense and disaster preparedness plan for that school. Principals must test that plan at least two times during the school year. (Education Code section 33031) The law also deems public employees to be disaster service workers subject to such disaster service activities as may be assigned to them, and that school districts have a responsibility to be as prepared as possible to meet emergencies. (California Government Code, Title 1, Division 4, Chapter 8, section 3100)

Emergencies do occur on school campuses. In times of crisis, schools will need to respond immediately to prevent and reduce the possibility of further accidents and tragedies. Schools are neither immune to naturally occurring conditions like earthquakes nor can they prevent completely unwanted disturbances or intrusions; however, school personnel can prevent unnecessary confusion and turmoil if they take some planning steps to minimize the possibility of further accidents or tragedy on their school campus. Planned school wide crisis response can significantly reduce disruption during times of high stress. A structured response by a trained team of staff members can facilitate the return to a normal school routine in the unlikely event of a crisis occurring on or near the school campus.

An overall school safety plan requires a thoughtful process for identifying security needs, developing prevention and intervention techniques, evaluating physical facilities, and providing communication and development for staff members and students. Emergency procedures, or a "contingency plan," are an essential component. The following information outlines emergency response procedures that are tailored for the Lakeside Union School District (LUSD).

Safe School Vision

1. The schools of the Lakeside Union School District (LUSD) will provide a safe, orderly and secure environment conducive to learning.
2. The LUSD will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. The LUSD will work collaboratively with the governing board to identify, establish and use strategies and programs to comply with school safety laws.
4. The LUSD will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. The LUSD will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. The LUSD will work collaboratively with the Kern High School District to assist in a smooth transition from middle to high school grades.
7. The LUSD will solicit the participation, views and advice of teachers, parents, school administrators and community members and use this information to promote the safety of our pupils, staff, and community.

District Profile

The LUSD was formed in the spring of 1941 through the merging of three Kern County school districts: Poloma, Ordena, and Old River. The district was financially able to build, equip and furnish education facilities in keeping with the latest and best theories of modern education.

The district is currently composed of two schools of approximately 1,300 students, Transitional kindergarten through eighth grades. Lakeside School is located in a rural agricultural setting fifteen miles from central Bakersfield. Suburu School is located in a large housing development and has kindergarten through fifth grade. The district covers approximately 166 square miles and has tremendous potential for growth. Large housing tracts are scheduled to be developed which will change the complexion of the district. It presently serves students from rural and suburban areas.

Independence High School is open and located north of Lakeside School on Old River Road. Most of our eighth-grade graduates attend this school.

Personal Characteristics of Students and Staff

Comprehensive Plans

Component 1

Characteristics of LUSD

The LUSD is composed of two schools; Lakeside School serving grades K-8, and Donald E. Suburu School serving TK-5, with a total enrollment of approximately 1,400 students. Pupils in the district come from families of relatively low mobility. Approximately 67% of the pupils in the district are eligible for free or reduced meals. The ethnic makeup of the student population is approximately; 65.8% Hispanic or Latino, 12.8% Caucasian, 4.6% Black or African American, 5.2% Asian, 1.1% Filipino, 3% two or more. American Indian, Native Hawaiian or Pacific Islander are under 1%.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education and enrichment classes such as computer technology, Publishing/Media, instrumental and vocal music, recreational activities, Fitness/Sports, Science activities, Associated Student Body, and study skills.

Pupils may have the opportunity to participate in after-school activities when provided. Staff provides opportunities and additional activities open to pupils in the areas of various contests and community events, and Kern Environmental Education Program (Camp K.E.E.P.).

Component 1 Goals

LUSD has a strong influence on the current experiences of students and staff by implementing school safety planning and actions. Table 1 is a summary of the LUSD goals for this component

Table 1

Safe School Subcomponent	Planning Goal
Ethnic/ Cultural diversity of students	<p>The background of all students will be acknowledged, respected, and incorporated into the school curriculum and activities.</p> <p>Bilingual and English-as-a-second-language (ESL) programs will be provided; cultural integration efforts will be incorporated in orientation and guidance programs.</p>

Life experiences of students and staff	<p>Social-service support systems will be coordinated with schools to provide needed services (e.g., food clothing shelter, protective services, etc.)</p> <p>Curriculum and special programs will be designed and modified to address issues relevant to the student body (e.g., gangs, drugs, family structures).</p> <p>The unique talents and gifts of students and staff will be recognized, and efforts will be made to enable people to share those gifts and talents in school programs and committees.</p>
Staff expertise/diversity	<p>Staff members with diversified expertise who represent, in proportion, the gender and racial or ethnic backgrounds of the students will be recruited to work effectively with students.</p> <p>Staff will receive on-going training to meet changing needs of the student body (e.g., training in conflict resolution, cultural awareness, ESL, and child abuse reporting requirements).</p>
Physical/health concerns	<p>Schools will coordinate with community health services for prevention and intervention programs for students and their families.</p> <p>Schools will coordinate with mental health and alternative placement programs to ensure that severely emotionally disturbed (SED) students, or others who have difficulty adjusting to the school environment, receive appropriate educational services.</p>

Component 2

The District's Physical Environment

Location and Physical Environment

The LUSD is located in a rural area, 15 miles southwest of Bakersfield, in an area that has a low crime rate and poverty level. The district encompasses over 166 square miles. The district has within its boundaries single-family dwellings, trailers, a park and unimproved property. Present safety hazards include: heavy traffic areas, vacant buildings, and railroad crossings, agricultural pesticides applied by air, blowing dust, and close proximity to agricultural canals.

School Grounds Description

There is one long enclosed corridor that separates the classrooms at Lakeside School. The school offices, restrooms, cafeteria and auditorium are all in this building. There is a community room/auditorium, band room and library in a separate building as well as a gymnasium and separate kindergarten building. The playground is grass with volleyball courts, tetherball courts, baseball diamonds and football fields. There are also concrete and asphalt basketball courts.

At Suburu School there are four permanent buildings housing up to six classrooms each as well as 15 portable classrooms, and six additional portables that house the library, school psychologist, speech and Language, nurse's station and ELD Support and two special education rooms, and portable restroom. Another double portable houses the school office and triple portable houses two Counselor's office and technology office, staff lounge, and the Boys and Girls Club. One permanent building serves as a multi-purpose room, cafeteria, and band facility. An additional two portables are used for the county special education classes. There is ample grass for primary play with a handball court, tetherballs, basketball courts and play apparatus in two locations.

Maintenance of Facilities

The district's physical facility is well maintained and looks neat and clean. At both sites, district personnel periodically examine the school's facilities and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and the individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Internal security within the LUSD is effective. The district has established procedures in the following area: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, coordination with law enforcement and community cooperation in crime prevention efforts.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal: identify areas of suspected or potential crime activity, restrict pupil access to these areas, provide effective school supervision, identify and provide preventive programs and activities and others as appropriate.

The LUSD office displays the district's sexual harassment policy in a prominent location along with specific rules, regulations and standards of conduct. Additionally, a notice summarizing this sexual harassment policy appears in the Student-Parent Handbook distributed at the beginning of each school year to all parents and students. (See Student Sexual Harassment for dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations and information related to suspension and/or expulsion for sexual harassment of or by students)

Complaints Regarding Discrimination and Discriminatory Harassment

(Section 504 of the Rehabilitation Act of 1973, Title VI Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972; 34 CFR 104.8 and 34 CFR 106.9)

The district is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, immigration status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

You have certain rights under the law, including Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Section 504 of the Vocational Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA), which prohibit discrimination on the basis of disability. The California Department of Education and the Office for Civil Rights of the U. S. Department of Education have authority to enforce these laws and all programs and activities that receive

federal funds. Complaints or inquiries regarding compliance with Section 504 or Title II of the Americans with Disabilities Act may be directed to the district Section 504 Coordinator Joaquin Elcano at (661)831-3503, or to the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC.

Complaints of unlawful discrimination are investigated through the uniform complaint process. For a complaint form or additional information, please contact the Lakeside District Office, 14535 Old River Road, Bakersfield, CA, 93311. District Superintendent, (661) 836-6658

The Maps tab shows the Plot Plan indicating safe entrance and exit areas for students, parents, and school employees.

To ensure the safety of students and staff, all visitors must scan their ID through the Raptor ID system before they are permitted onto the campus, except students of the schools and staff members, shall register immediately upon entering any school building or grounds when school is in session.

Discipline procedures focus on finding the causes of problems and working with all concerned to reach proper, lawful solutions. The district's discipline plan begins at the classroom level. Teachers use a visible discipline system in each classroom to communicate classroom rules, promote positive student conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the student's behavior.

Student conduct standards and consequences for the LUSD are specifically described in this plan including: (a) the adopted district discipline rules and procedures, (b) the adopted district dress code, and (c) district Board Policy and Administrative Regulations. Students may be suspended or recommended for expulsion after alternative programs have been exhausted or, for certain acts shall be recommended for expulsion.

Site administrators contribute to a positive school climate, promote positive student behavior and help reduce inappropriate conduct. The principal or a designee uses available district and outside agency records to inform teachers of each student who has a disciplinary history. District procedures comply with the California Education Code Section 49079.

Law enforcement is contacted and consulted to help maintain and promote a safe and orderly school environment. The LUSD employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspect child abuse. See Child Abuse and Neglect for district policy.

Additional internal security procedures affecting the integrity of the district facilities are: the security system operation during non-school hours, and classrooms equipped with an intercom and telephone systems. Several School Busses have security cameras installed in them. The school perimeters are securely fenced and visitors are required to check in to the school office. Many of our staff has been trained in CPR and basic first aid. In addition to regularly held bus, fire, earthquake and lock-down drills, the procedures for student emergencies are regularly reviewed with the staff. A child to adult supervision ratio of no more than 90:1 is maintained when students are on the playground.

Community involvement is encouraged to help increase safety.

Inventory System

All school site equipment items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Component 2 Goals: The District's Social Environment

LUSD fosters an environment that is inviting and promotes safety, pride, sense of ownership and freedom from fear. Such physical environments enhance the school climate and are an essential, interrelated component of safe schools. Table 2 is a summary of the LUSD goals for this component.

Table 2

Safe School Subcomponent	Planning Goal
School location	<p>The school will be an integral part of the community through its role in interagency efforts and community activities.</p> <p>The school will be alert to exposure to safety hazards, such as toxins or heavy traffic, from nearby areas.</p>
School grounds	<p>The campus perimeter will be secure from criminal activity. The campus will be closed to outsiders, and access signs will be displayed prominently at entry points.</p> <p>Places for loitering will be limited; bathrooms will be patrolled; lockers will be supervised; and appropriate lighting will be installed in hallways.</p> <p>Physical conditions that could lead to accidental harm will be corrected promptly.</p> <p>When rehabilitating, relocating, or remodeling, schools will consider environmental design concepts that foster adequate supervision and promote physical safety.</p> <p>The school will have adequate fencing for swimming pools, proper protection against slipping in hallways, adequate protection against falls from recreational equipment, and landscape designs that prevent students from climbing to dangerous heights.</p> <p>The school policy for dealing with vandalism will include procedures for painting over graffiti before students arrive on campus and for replacing broken window immediately.</p>
School building and classrooms	<p>School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.</p> <p>Classrooms will have an appropriate amount of space for the student-teacher ratio and will be decorated in an interesting manner.</p>
Internal security procedures	<p>Standard incident-reporting procedures will be in place.</p> <p>The community will use the schools during off-hours.</p> <p>The school and community will collaborate on crime prevention efforts.</p>

	A crisis response plan will identify procedures to follow during (1) human emergencies, such as bomb threats, death of a student, suicide pacts, weapons on campus; and (2) natural emergencies, such as fires, earthquakes, and other natural disasters.
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Component 3: The Districts Social Environment

School Environment

Leadership within the LUSD is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing our schools towards excellence in the areas of academic and social behavior. The principals set a positive tone for the schools, guide the staff and works closely with them on curriculum and school safety issues. The school sites' organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures: Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member and is attached as Civil Defense and Disaster Plans. The administrator at the beginning of each school year reviews this handbook. This plan also contains available district and outside agency resources for routine and emergency disaster procedures.

Classroom Organization/Structure

The LUSD teachers provide a varied learning environment in their classrooms. Teachers use a variety of strategies including the use of projects, presentations, hands-on activities, journals, creative writing, art, and displays.

The students benefit from teachers who are energetic and enthusiastic about teaching. The districts' instructional staff is highly qualified, with many teachers holding advanced degrees. All staff members are united in their desire to provide quality education for all students. Classrooms and teachers provide a safe orderly learning environment, enhance the experience of learning, and promote positive interactions among students and staff. Instructional time is maximized and disruptions are minimized.

Conduct

The Board of Trustees of the Lakeside Union School District believes that the conduct of students attending the school must establish an educational climate conducive to the furtherance of educational opportunities for youth and the promotion of learning. To assure this aim the people of the state have empowered local boards of education to regulate student conduct. A comprehensive discussion of the rules and offenses related to student discipline can be obtained at the school office.

"The governing board of any school district shall prescribe rules not inconsistent with law or with rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction." [E.C. 35291]

"All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools." [E.C. 48921] Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied. This discipline policy applies while on school grounds and while going to or coming from school. You have the right to review the school rules regarding student discipline.

Recognition for Good Conduct

During each school year, eligible students will receive recognition for outstanding achievement shown in scholarship, citizenship, leadership, participation in school activities and sports participation.

There will be an *end-of-the-year reward activity* for eligible 4th - 7th grade students. Students who meet the following criteria are eligible. Attendance is at the discretion of administration.

- Received no more than four (4) Disciplinary Referrals
- Have not been suspended from school for one (1) day
- Middle school students: have not been assigned to more than one (1) quarterly Bulldog Day Homework Academy
- Turned in all Library books or paid for missing/lost books
- Lunch account has been paid with no other outstanding balances

Bulldog Day is a reward for students who follow the rules and make their best effort in class at Lakeside School. For kindergarten through 8th grade students there will be a Bulldog Day celebration scheduled each month. Following are criteria for Bulldog Day eligibility:

- Students may not have a referral on their Discipline Card for the month.
- Students who receive a Disciplinary Referral may apply the required number of Bulldog Bucks to be eligible to attend Bulldog Day. Students that have been suspended during that month will be ineligible to attend.
- Students may have the opportunity to earn Bulldog Day back through positive behavior.

Each year, the faculty will choose outstanding eighth grade students. These awards will be presented at graduation.

Suburu School recognizes its students for outstanding achievement shown in scholarship, citizenship, leadership, and participation in school activities and sports. Students who meet the following criteria may receive the following awards: K-3rd grades may earn Student of the Week, 4-5th grades may earn Student of the Month, and all students may earn Bobcat Heroes, Accelerated Reader Awards, as well as awards in the classroom.

Progressive Discipline Plan and School Improvement

The staff at Lakeside School believes that every student should have the opportunity to learn skills and values that are necessary for personal development and social order in a free society. In order to achieve this goal, it is necessary for students to behave in a safe orderly way for an effective learning environment. Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.

Outlined below is Lakeside School's Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Discipline incidents are entered by the staff into Aeries and recorded. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences.

Please read and discuss these with your children. With your assistance, the school will strive to provide the best possible learning environment for all children.

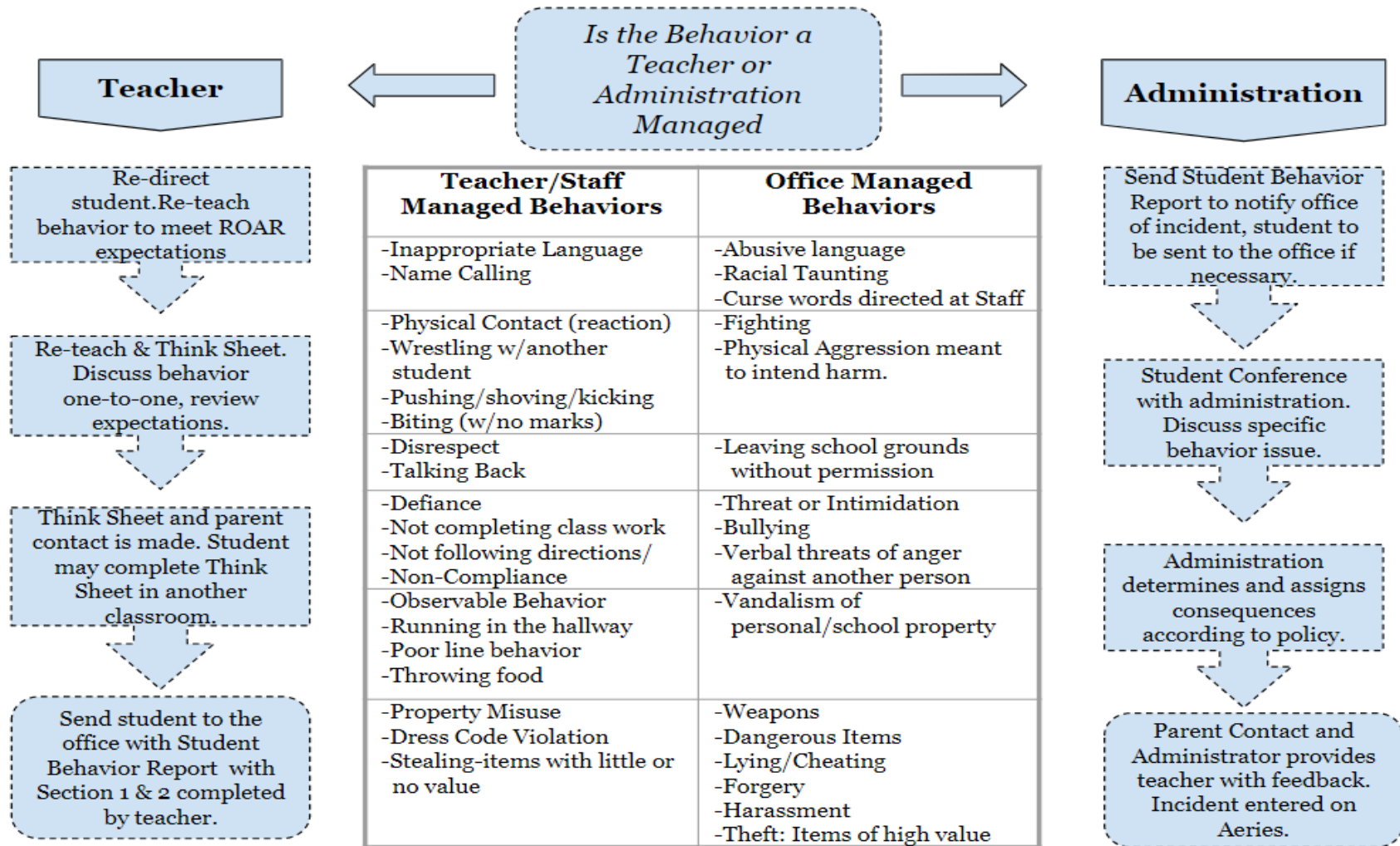
The school sites will provide support to students by allowing students time to reflect upon their behaviors. This will help prevent referrals, suspensions and expulsions. This may be accomplished by verbal warnings, discussions, reflections sheets, and to counseling sessions arranged with counselors.

Examples of Behavior	Examples of Possible Consequences
Type A Behaviors	Step 1
Violation of classroom rules Unauthorized food, gum, etc. Littering In unauthorized area or no hall pass Disrespect to fellow students Inappropriate items (ipod, PSP, CD player, toys, cards, etc.) Failure to line up when bell rings Failure to keep hands & feet to self Dress Code violation	<ul style="list-style-type: none"> ○ Verbal Warning ○ Discussion with student ○ Recorded with 3 student reflections completed. ○ Parent contact by phone, or email from the teacher.
Type B Behaviors	Step 2
Repeated violations of Type A Behaviors Bullying, lying, cheating, forgery, plagiarism, hazing Getting into someone else's locker Frequent tardies Cutting class Chronic disruption of class Throwing food in cafeteria Display of gang writings, symbols, etc. Unacceptable language (profanity, racial slurs, etc.) Continually unprepared for class Rough Play (wrestling, play fighting, etc.) Excessive physical contact (hugging, kissing, etc.) Failure to serve detention Disruptive while guest teacher/substitute is present	<ul style="list-style-type: none"> ○ Disciplinary Referral along with detention, or Restorative Justice. ○ Parent contact by telephone from teacher ○ Restriction from activities/privileges ○ Suspension if necessary (in or out of school)
Type C Behaviors	Step 3
Repeated violations of Type B Behaviors Cause or threaten to cause bodily injury to another (fighting) Cutting school Possession of a dangerous item (explosive, lighter, etc.) Possession of tobacco or smoking Damage to school or private property Stealing/Possession of stolen property Disrespect/impertinence/defiance to authority Extortion Lewd, indecent, offensive conduct/sexual harassment Profanity, obscene language/gestures toward student or staff	<ul style="list-style-type: none"> ○ Recorded on student's discipline card ○ Disciplinary Referral along with and detention, or Restorative Justice. ○ Parent Notification by Administrator ○ Restriction from activities/privileges ○ Behavior Contract developed ○ 1 to 5 day suspension (in or out of school) ○ Community School Referral ○ Expulsion Referral ○ Law Enforcement Referral
Type D Behaviors	Step 4
Repeated violations of Type C Behaviors	<ul style="list-style-type: none"> ○ Recorded on student's discipline card ○ Parent Notification by Administrator ○ Restriction from activities/privileges ○ Behavior Contract developed ○ 1 to 5-day suspension (in or out of school) ○ Community School Referral ○ Expulsion Referral ○ Law Enforcement Referral

Support (PBIS) team annually. The purpose it to discuss further prevention and apply a positive school environment. The team will evaluate school attendance review board data to implement plans to increase student attendance.



Donald E. Suburu School Behavior Flow Chart



Suburu School Minor and Major Offenses:

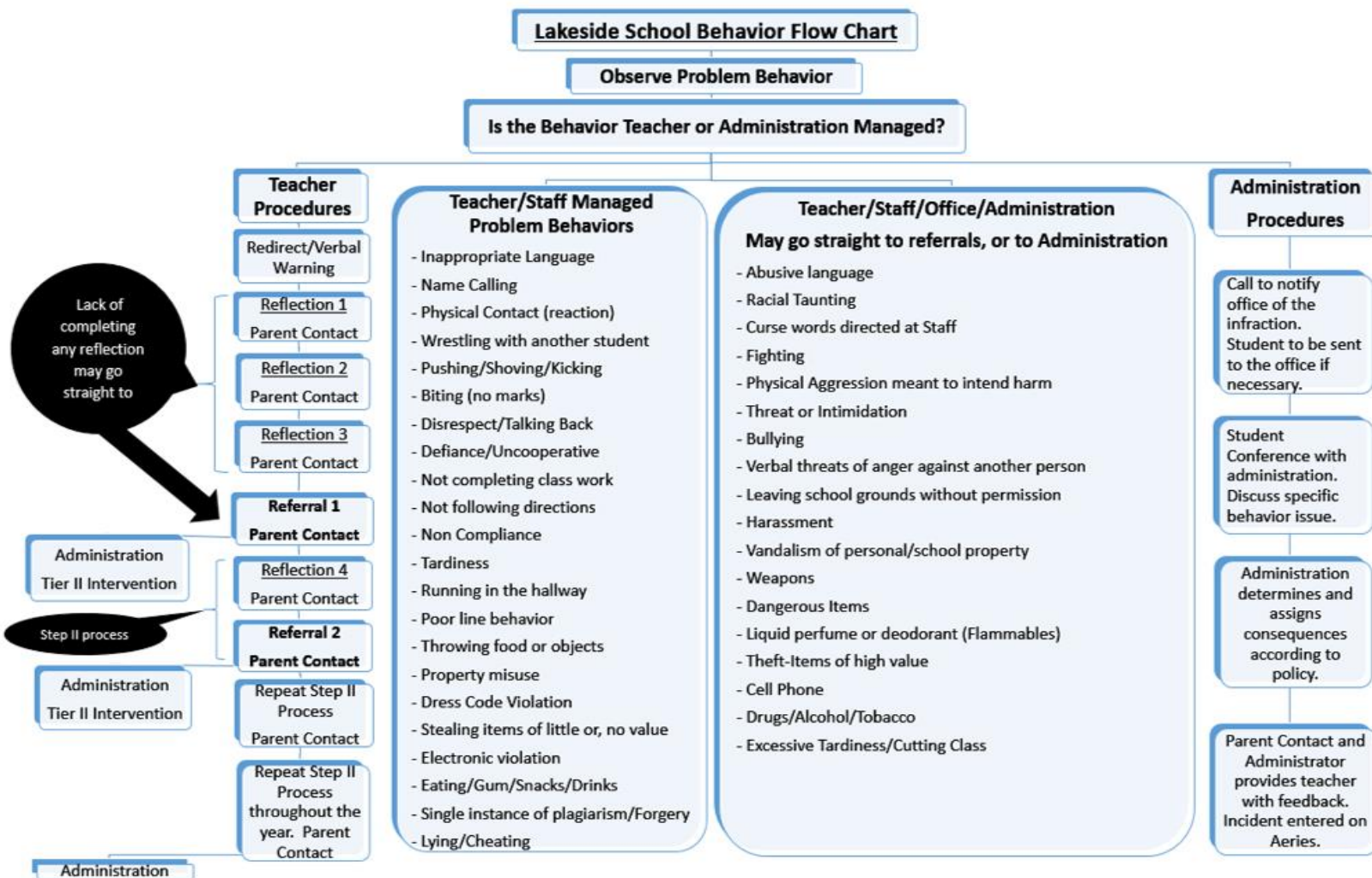
Minor Offenses	
Disrespect, Defiance & Non-Compliance:	
Failure to respond to adult requests and / or directives.	
Disruption:	
Interruption to the classroom / learning environment.	
Property Misuse:	
Low level misuse / damage of school property.	
Dress Code:	
Failure to comply to dress code standards.	
Physical Contact:	
Inappropriate touching — horseplay, “friendly touching,” etc.	
Inappropriate Language:	
Language which is inappropriate yet not used in an abusive / threatening manner.	
Tardy:	
Failure to be in a designated place at the designated time.	
Lying:	
Stating / repeating statements that are untrue.	
Cheating:	
Presenting the work of others as one’s own.	
Out of Bounds:	
Loitering or participating in activities outside designated areas.	
Trash / Littering:	
Discarding of items or dumping of trash in any location other than a trash can.	
Repeated Ed Code Violations (48900 K):	
In order for disruptive and defiant behaviors to reach the level of Education Code Violation 48900 K, clear documentation of the student’s behavior pattern, as well as site interventions to correct the behavior, must be established.	

Possible Actions for Minor Offenses	
Step 1	
	Verbal Reminder of Expected behavior, provide structured choice
Step 2	
	Student Reflection Sheet assigned and begin tracking
Step 3	
	Parent Contact by Teacher and possible loss of privileges
Step 4	
	Conference with student, parent, teacher, and administration. Collaboration with support teams.
Step 5	
	Referral to Administration
	<i>*Natural consequence administered and determined by responsible teacher.</i>

Ed Code 48900	Major Offense
(a)(1)	Caused, attempted to cause, or threatened to cause physical injury to another person.
(a)(2)	Willfully used force or violence upon the person of another, except in self-defense.
(b)	Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c)	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d)	Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e)	Committed or attempted to commit robbery or extortion.
(f)	Caused or attempted to cause damage to school property or private property. (g) Stole or attempted to steal school property or private property.
(g)	Stole or attempted to steal school property or private property.
(h)	Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
(i)	Committed an obscene act or engaged in habitual profanity or vulgarity.
(j)	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k)	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l)	Knowingly received stolen school property or private property.
(m)	Possessed an imitation firearm. As used in this section, means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n)	Committed or attempted to commit a sexual assault as defined in Section 261,266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p)	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q)	Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r)	Engaged in an act of bullying, including, but not limited to, bullying Committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
(s)	A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following. (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity.
(t)	A pupil who aids or abets, as defined in Sec. 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Possible Actions for Major Offenses	
Step 1: Referral to administration	
Step 2: Home contact made by administration	
Step 3: Administrative Recess Detention	
Step 4: Parent Conference	
Step 5: In/Out of School Suspension	



Lakeside School Behavior Flow Chart

District Goals to decrease suspensions.

The District goal was to decrease suspensions by .5% compared to the previous year. The goal was to decrease suspension rates by 0.5% for 2020-2021 School Year. Due to the COVID Pandemic and Distance Learning suspension and discipline were decreased, however, absenteeism rates increased. A true measure from 2020-2021 is not notable of comparability. So, our goal of decreasing suspension rates by 0.5% for the 2021-2022 school year was not met. There was an actual 2.2% rise in infractions for the School District.

Lakeside School Suspension Code Count 2016-2017

Total Suspensions

48900 Code	.2	A1	A2	B	C	D	F	G	H	I	K	R		89/637
Total	2	11	35	2	0	0	2	2	0	5	29	1	89	14%

Lakeside School Suspension Code Count 2017-2018

Total Suspensions

48900 Code	.2	A1	A2	B	C	D	F	G	H	I	K	R		33/632
Total	0	06	11	0	3	0	1	1	2	1	8	0	33	5.2%

Lakeside School Suspension Code Count 2018-2019

48900 Code	.2	A1	A2	B	C	D/P	F	G	H	I	K	R		29/630
	1	4	15	1	2	4	0	0	0	0	2	0	29	4.6%

Lakeside School Suspension Code Count 2019-2020

48900 Code	.2	A1	A2	B	C	D/P	F	G	H	J	K	M	R		31/633
	0	4	14	2	5	0	1	0	1	1	2	1	0	31	4.9%

Lakeside School Suspension Code Count 2021-2022

48900 Code	.2	A1	A2	B	C	D/P	F	G	H	J	K	R	T		39/682
	0	11	18	0	2	2	0	0	1	1	1	2	1	39	5.7%

Suburu School Suspension Code Count 2016-2017

Total Suspensions

48900 Codes	.2	45	A1	A2	B	G	K	L	M		15/727
Total	0	2	12	2	1	0	0	0	0	15	2%

Suburu School Suspension Code Count 2017-2018

Total Suspensions

48900 Codes	.2	45	A1	A2	B	G	K	L	M		11/762
Total	0	2	9	0	0	0	0	0	0	11	1%

Suburu School Suspension Code Count 2018-2019

48900 Codes	.2	45	A1	A2	B	G	K	L	M		4/800
			3				1			4	0.5%

Suburu School Suspension Code Count 2019-2020

48900 Codes	.2	AA	A1	A2	B	G	K	L	R		11/814
		1	9						1	11	1.4%

Suburu School Suspension Code Count 2021-2022

48900 Codes	.2	K	A1	A2	B	BB	DP	F	H		39/847
		5	22	2	3	2	0	2	3	34	4.6%

2016-2017 District percentage of suspensions= $104/1364=8\%$

2017-2018 District percentage of suspensions= $44/1394=3\%$

2018-2019 District percentage of suspensions= $33/1430=2.3\%$

2019-2020 District percentage of suspensions = $42/1447=2.9\%$

2021-2022 District percentage of suspensions = $78/1529=5.1\%$

The District Goals have not been met for 2021-2022. The goal was to decrease suspensions .5%. There was no decrease. In fact, there was an increase of 2.2% from our 2019-2020 school year. The new goal set for 2022-2023 is 0.5%. Which will be compared in August 2023. This is to be achieved by implementing Tier II and Tier III PBIS procedures.

Objective:

1. By using PBIS strategies, increase staff training.
2. The use of counseling services.
3. Create an open relationship between the staff and students.

Activities:

1. Staff meetings
2. Teacher trainings.
3. Assemblies

Grounds for Suspension or Expulsion

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

In most cases of fighting, there will be an immediate suspension of all parties. Occasionally, a student may not be suspended or receive fewer days of suspension than other parties, if evidence clearly indicates he/she was not the aggressor and in fact was under an unprovoked attack and was acting strictly in self-defense. Self-defense means the student tries everything in his/her power to evade the attack, but cannot and must use force for self-protection. Generally, fighting will result in the following consequences:

- 1st offense - 3 days of suspension
- 2nd offense- 5 days of suspension and possible Opportunity Class placement
- 3rd offense - 5 days of suspension and possible transfer to a Community School

Additional Grounds for Suspension or Expulsion:

1. Fighting/Assault
2. Possession of a weapon or dangerous object
3. drugs – possessed, sold, or furnished drugs or alcohol
4. Drugs – possession, negotiated to sale including alcohol
5. Committed or attempted robbery or extortion
6. Caused or attempted to cause damage to school or private property
7. Stolen or attempted to steal school or private property
8. Possession or use of tobacco
9. Habitual profanity or vulgarity or obscene act
10. Possession or sale of drug paraphernalia
11. Disrupted school activities or defiance of school authority
12. Received stolen property
13. Possession of imitation firearm
14. Sexual harassment
15. Harass, threaten, or intimidate a witness
16. Sale of prescription drug Soma
17. Engaged in, or attempted to engage in hazing
18. Engaged in an act of bullying, and, or cyberbullying.

The acts in this section are 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 [E.C. 44807]
- During or while going to or coming from a school sponsored activity

A teacher may suspend any pupil from his/her class, for any of the acts enumerated in Section 48900 for the day of the suspension and the day following. As soon as possible, the teacher shall ask the parent/guardian of the pupil to attend a parent-teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or parent/guardian so requests. The pupil shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal. Teachers are allowed to require make-up work by suspended pupils. [E.C. 48901]

Expulsion

The principal may recommend a pupil's expulsion, which shall be defined as suspension from regular classroom instruction for a period exceeding five (5) school days or involuntary transfer to another school for any of the acts enumerated in Section 48900. Upon recommendation by the principal, the governing board may order a pupil expelled upon finding that the pupil violated Section 48900 and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others, and that other means of correction are not feasible. [E.C. 48904.5]

Also, student discipline includes mandatory expulsions for (a) Possession, sale or furnishing of firearms; (b) Brandishing a knife; (c) sale of controlled substances; (d) sexual assault; and or (e) possession of an explosive. [E.C. 48915]

Parent/Student Liability and Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or school property. Parents are also liable for any school property loaned to the student and willfully not returned [E.C. 48904]. Parents or guardians' liability may be as much as \$10,000 in damages and another maximum of \$10,000 for payment of a reward, if any. [E.C. 48904]

The school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money [E.C. 48904, Civil Code Section 1714.1]

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [E.C. 48900.1]

Disciplinary Referrals

Referrals begin the second day of school. Disciplinary Referrals are not issued for academic reasons, but only for violating discipline rules. Penalties can be issued when school rules are broken or abused. Reminding the students of correct behavior does not necessarily mean that a referral will be issued. However, referrals can be issued on a severe offense. Students should not have to be reminded of correct behavior. Those students whose behavior results in frequent referrals or a suspension may not be allowed to participate in regular school day events/activities or extracurricular activities such as: band, dances, plays, athletics, cheerleading, field trips etc. This will be at the discretion of the Principal in consultation with the teacher or teachers involved.

Rules and regulations are established to maintain an atmosphere conducive to learning. The reason for referrals being issued is to help the student realize that all society is governed by rules in the interest and safety of the public - in this case, our students. When a rule is broken it is hoped a referral will help the student remember before repeating the offense.

An effort will be made to use the best discretion possible to help the individual student. We must all work for high standards in scholastic achievement, citizenship and participation in all school activities. There will be a reward for those showing an effort.

Disciplinary Referral Procedure

The teacher will notify the parent for each referral. Before issuing a referral, the teacher will:

1. Give a verbal warning
2. Issue Reflection Sheets, so students have an opportunity to reflect upon their actions, parental contact.
3. If the improper action continues, a referral will be given
4. If a violation is serious enough, a referral or office referral may be given without warning.

Disciplinary Referral Consequences

1 referral	1-noon detention or other assigned times determined by administration
2 referrals	2-noon detentions or other assigned times determined by administration
3 referrals	3-noon detentions or other assigned times determined by administration
4 referrals	4-noon detentions or other assigned times determined by administration (Loss of End of the Year Reward Trip for 4 th -7 th grade)
5 referrals	5-noon detentions or other assigned times determined by administration
6 or more	5-noon detentions or other assigned times determined by administration, and loss of extracurricular activities for the year

After five (5) referrals the student will continue to have five (5) noon detentions or may be suspended. The principal or vice principal will call the parent/guardian.

After six (6) referrals the principal may use disciplinary steps including suspension and/or expulsion. For 8th grade students, this will include the loss of the Reward Trip and possible loss of participating in commencement exercises.

Detention

Detention is a result of students choosing not to follow the district's disciplinary guidelines and receiving a Disciplinary Referral. Detention is not to be used for academic reasons, but only for violating discipline rules. *While in detention, students will be required to be quiet, face the front of the room, and sit up straight with their feet on the floor.* Students may have the opportunity to participate in community service as an option. Students who misbehave while in detention may face suspension.

Students will report ***immediately*** to the lunch detention room when the lunch period begins. An ordered school lunch will be provided for the students. Failing to attend scheduled detention may result in suspension.

Student Search

The school principal or designee may search a student or student's locker if there is reason to believe that the student may have broken a school rule or have a concealed weapon, narcotics, stolen property, or contraband. [US Supreme Court Case: New Jersey v. TLO, (1985) 469 U.S. 325]

Tardy

Students have an adequate amount of passing time (4 minutes) between classes. Students are given two warnings. On the third tardy, a referral will be issued and detention served. Each additional tardy is a referral. If excessive tardiness continues the principal or vice principal may suspend.

Hall Pass

Teachers provide a uniform hall pass. If a student is in the hall without the pass, they may receive a referral.

Good Referral (BEST CITATIONS)

Any staff member can issue a good referral to a student for completing a good deed. (Example: picking up trash at recess or cleaning cafeteria tables at lunch.) *Three (3) good referrals can eliminate one (1) Disciplinary Referral each month, strictly for the purpose of attending Bulldog Day. Good referrals do not erase the total number of Disciplinary Referrals received throughout the school year.* There will be drawings for prizes on each Bulldog Day for students who are not in Detention or Homework Academy.

Cafeteria Rules

- Order lunch at attendance time
- Raise your hand to ask questions and be dismissed
- No running
- Keep your hands and feet to yourself
- No throwing food
- Use utensils properly
- Put everything on your tray before leaving the table and place in the trash can.
- Use quiet voices
- No eating outside of cafeteria without permission

Classroom Rules

Following are essential basic student rules for proper classroom behavior. The first week of school, each teacher will send home their specific class rules.

- Students are required to arrive in class on time and with needed materials
- Students are to be cooperative with teachers/staff and conduct themselves in a quiet and civil manner at all times.
- Students are expected to do their assigned work and homework regularly, promptly, and thoroughly.
- Students must recognize the teacher as the ultimate authority in the classroom; acts of insubordination will not be tolerated.
- Walk quietly into all classrooms.
- There is no gum, seeds, candy or food in the classrooms at any time. Parties are exceptions.
- No ball bouncing or throwing in the classroom, hall, or patio areas.
- No caps, hats, hoods or headbands will be worn in the school building. Hats must be suitable for school.
- Classrooms are to be left neat and orderly when school is dismissed.
- No student is to be in any classroom unless a teacher or adult is present.
- No toys or personal items are allowed unless you have special permission from your teacher.
- No radios, stereos, or other electronic games are allowed at school except on Bulldog Days. Any personal items taken from students will need to be claimed at school by parents only.
- No balloons unless prior approval.

School Ground Rules

- Children are expected to obey and respect the authority of ANY ADULT on the playgrounds, hallway, as well as in the classroom. They must realize directed supervision is for their safety and best interests.
- No student at school before 8:00 a.m. or after dismissal time (with the exception of athletics, band, etc.).
- No wrestling, boxing, tackling, or play fighting will be tolerated.
- HANDS ARE TO BE KEPT OFF OTHERS! No hugging, hand holding, kissing, etc.
- No running in the school breezeways or hallway.
- No throwing of any object, such as berries, twigs, etc., that could inflict injury to another person.
- No gum, candy, nuts or seeds are to be used on the grounds or in class except on designated days.

- No tree climbing, or hanging from branches. No playing in and around the shrubs.
- No playing around the drinking fountains or playing with water. Do not touch lips to the fountain for sanitary reasons.
- No playing inside or around the restroom areas. No playing or misuse of water or paper goods in the restrooms. Conserve paper at all times. Flush toilets!
- No inappropriate materials (magazines, comic books, CD's, games, silly string, etc.)
- No defacing or intentional destruction on walls or any equipment belonging to the school. Students/parents are liable for up to \$10,000 damage.
- Bell signals: All playing stops. All running, yelling, loud talking stops. Report to the classroom. Use the restrooms and get drinks before the bell rings. The bell is a signal that classes are starting.
- Passing periods to other classes: Students are expected to change classes in a quick and orderly manner. This is not a recess break. There should be no running or playing.
- Football - football fields. **NO TACKLE FOOTBALL!**
- Volleyball - volleyball courts
- Soccer - football field
- Basketball - basketball courts
- Softball - softball fields. **NO HARDBALLS ALLOWED!**

Other specific rules

- No roller-blades, skateboards, or scooters are allowed at school.
 - Tetherball
 - Play by the rules or a player can be disqualified and asked to leave.
 - On-lookers are to stay off the cement circle.
 - No swinging on the rope.
 - No kicking the ball.
 - Bars
 - Always use both hands for safety.

General rules for all games and play activities

Any student wishing to join in a game activity has that right if there is a position open. No student is to interfere with a game already started. You must wait for a turn.

CONFIDENTIAL MEDICAL SERVICES

According to Education Code 46010.1, school authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parents or guardian.

The policy of the Lakeside Union Elementary School District is to not grant an excused absence to pupils without the consent of the pupil's parent or guardian.

The school authorities in all cases will encourage the pupil to communicate with parents regarding the need for confidential medical services and will offer support in that communication.

CURRICULUM

All students are instructed in the core subject areas (language arts, math, social studies, and science) that are based on the California State Standards. The main tool used to instruct students are instructional tools from internet platforms, and textbooks that are approved by the State Board of Education and adopted by the Lakeside Union School District. Other subject areas have frameworks that are followed.

State Testing

The California Department of Education may require students to take annual assessments.

DISRUPTION OF SCHOOL ACTIVITIES

"Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor which is punishable by a fine not exceeding one hundred dollars (\$100), by imprisonment in the county jail for a period of not more than 10 days, or both. This section does not apply to any otherwise lawful employee concerted activity, included, but not limited to, picketing and the distribution of handbills." [E. C. 44811]

DISSECTION OF ANIMALS

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, then the teacher may work with him/her to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child's objection. [E.C. 32255]

DRESS CODE

The purpose of the dress code is to help generate a positive learning environment for all students. The Education Code stipulates that a student's dress should not interfere with the educational process, or that it should not provide a safety hazard. Students must be neat, clean and within social norms as defined by school administration. ***Final determination of acceptable dress will be made by the school administration.*** In accordance with this legal section, we ask that students adhere to the following:

- No items, which cause reactions by students that disrupt orderly conduct in the class and prevent the teacher from instructional activities.
- No tattooing, or excessive body piercing
- No items or style that advocates or denotes gang affiliation.
- No excessively baggy clothing or sagging pants.
- Shoes must be worn at all times. Shoes must be securely attached to the heel of the student. Due to safety concerns, flip-flop type and open toed shoes are not allowed. Bare feet are not allowed.
- No clothing resembling pajamas, lounge pants, slippers, or underwear, etc.
- No clothing with excessive or disproportionate rips, tears, cuts, or holes. Pants should not have any of this above mid-thigh.
- No blankets.
- Excessively revealing or sexually suggestive clothing is unacceptable. This includes:
 - Clothing that is extremely tight fitting.
 - Mini-skirts, backless/strapless halter-tops or dresses, tube tops, tank tops (no less than 2" width strap) or muscle shirts cut low at armpits or neckline.
 - Clothing that shows a bare midriff. When a student's arms are raised, no midriff is to be shown.
 - Shorts shorter than mid-thigh. As a general rule, the bottom of the shorts should be at or past the fingertips when the student is standing with arms hanging down.
 - Clothing that is transparent or revealing (e.g. fishnet stockings).
 - Any clothing that does not conceal undergarments, including straps, and underwear.
- Headgear: Caps or hoods may be worn only outside. Caps must be worn facing forward. Words or pictures that are not appropriate may not appear on the cap. Bandanas, doo rags, sweatbands, and headbands are not allowed, with the exception of hair accessories.
- Words or pictures that are not appropriate for the school environment may not appear on clothing such as obscenities, sexually suggestive, symbols representing alcohol, drugs, tobacco, or racial, sexist references etc.
- Dangerous attire: No chains attached to clothing or items with spikes or studs.

- Cosmetics to the face and hair that distract from the educational process such as extreme face painting, glitter, stickers, extreme hairdos (mohawks) are not permitted. These may be acceptable on appropriate days declared by the administration.
- Writing on the body is not permitted.

The Board and administration reserve the right to declare any mode of dress or appearance that in their reasonable estimation inhibits the educational process or threatens the safety and protection of all students as unacceptable. Final determination of acceptable dress will be made by the school administration.

If students are dressed in an unacceptable manner, parents will be notified and corrective measures must be taken before the student will be allowed to return to class. Parents may be required to pick up a student from school or bring appropriate clothes to school as requested by the administration. A student who continues to violate the dress code may be suspended on the grounds of defiance to authority.

It is not our purpose to prescribe specific dress for your students. We are concerned, however that our best instruction can occur when there is little distraction. We have tried to set a dress code that will accomplish this end, and yet provide parents with flexible guidelines. Your cooperation is appreciated. Marking children's clothing is an aid to you. Many articles of clothing are lost or remain unclaimed for lack of identification. Lost clothing and other articles are kept in a specific location for a short time. The school and/or school personnel are not responsible for lost items.

ELECTRONIC DEVICES

Students may possess electronic signaling devices *provided such devices do not disrupt the educational program or school activity*. This includes but not limited to cell phones, iPods, cameras etc. Electronic devices are subject to the following:

- Electronic devices may be used before or after the official instructional day only. **They must be turned off and put away during the official instructional day and at any time directed by a district employee.** This includes class time, passing periods, recess and lunch. Additionally, District employees may require the electronic device to be put away in the student's backpack or locker. This includes class time, passing periods, recess and lunch.

Any student who violates the above procedure is subject to the following disciplinary action:

1st Offense	Electronic devices will be confiscated by district employees and turned in to the Vice Principal. Parent/guardian notified and picks up the phone. Disciplinary Referral issued to the student.
2nd Offense	Same as above; including the electronic device is banned from school for the remaining part of the year.
3rd Offense	Same as above; including the possibility of student suspension.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the student's health and the use of which is limited to health-related purposes. [E.C. 48901.5] Parents/guardians must submit a written request for electronic use permission.

The district is not responsible for retrieval, replacement or any charges incurred as a result of lost, stolen or damaged electronic devices.

EMERGENCY CARD

For the protection of your child's health and welfare, we require that you fill out and return the Enrollment/Emergency Information Card. [E.C. 49408]

EMERGENCY PROCEDURES AND SCHOOL SAFETY PLANS

Lakeside School has an established Safety Plan. Notice of the Plan details is available to the public through the school office upon request, and copies are provided to local law enforcement.

At the first notice of any community wide disaster, the Kern County Office of Emergency Services will notify our district office. We will then alert our transportation department. If it is safe to do so, buses will start their regular runs to take students home that ordinarily ride the buses. During any emergency the school will work closely with public agencies including the American Red Cross to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare.

If there is a local emergency, i.e., loss of electricity or water and there is a need to close school early students will remain at school until an authorized guardian picks them up, or is notified.

The following are the student release procedures in place: Release procedures will take place from an outdoor assembly area when buildings are unsafe, or from classrooms if buildings are judged safe.

- Teachers take students to the assigned areas on each playground if buildings are unsafe.
- Parents walk on to campus to retrieve their children from classrooms or the playground after checking in at the sign-out location. Parents must a release form in hand.

Parents will report to the sign-out location to fill out a release form. The form shall require the identification, signature, address, destination and phone number of the adult to whom the child is released.

The student will not be released to anyone other than his/her parent or guardian except under the following conditions:

- Parent or guardian contacts the school directly requesting release to another person.
- Parent or guardian has given written permission to release the child to another person. The school will not release a child to a person unknown to that child except with the above written permission.
- When circumstances warrant that, in the staff member in charge best judgment, it is in the best interest of a child to place him/her in an alternate place of safety.

Parents should review the above procedures with their youngster regularly, emphasizing that the regular means of getting home from school will be used except in an extreme emergency. **See the end of this handbook for the recommended emergency preparedness packet we would like for each student to have at school.**

EARTHQUAKE

The Lakeside District's earthquake emergency policy is based on the fact that the safest thing for young people in the event of a serious earthquake during the school day is to remain at school. This is for the safety and welfare of the students until roads are safe to travel.

In the case of an earthquake, do not leave the building immediately, as the greatest danger exists from falling walls and debris.

In buildings with a lot of glass, the greatest danger is from shattering glass. Students should protect themselves from falling glass by crawling under a desk or table when possible with back toward windows and face buried in the crook of the arm.

PROCEDURE FOR "DROP" COMMAND

1. If inside the school building, the student should:
 - a. Drop to their knees with their back to the window.
 - b. Fold arms on the floor close to the knees.
 - c. Bury face in arms and close eyes tightly.
 - d. Remain until "as you were"; command is given by the teacher in charge.
2. If outside the school building, the student should:
 - a. Find an open area.
 - b. Drop to the ground, and curl up.
 - c. Remain until "as you were"; command is given by the teacher in charge.

EVACUATION PROCEDURES

Teachers will evacuate their students from the building as soon as all motion ceases and debris has stopped falling. Each teacher will use the safest route to get to the assembly area.

As it becomes safe, children will be bused home or released to parents by the principal. Children must be signed out at the assembly area by the parent, guardian or person on the emergency card.

FIRE DRILL

When the alarm sounds:

1. Students walk silently in a single file from the room.
2. Students stand silently.
3. Attendance will be taken outside by the teacher and reported to the principal or vice-principal.
4. When the all clear sounds, students shall return to the classroom.

ENRICHMENT CLASSES

Students in the middle school grades may be given the opportunity to explore and become acquainted with the band. This can be a means of developing special skills and hobby interests. Classes may change to different interests at the beginning of a new quarter. A parent signature is required.

Enrichment classes will not be available for students considered at-risk of failing or consistently fail to complete homework. These students will be placed in an intervention program or a study skills class.

FIELD TRIPS

Our teachers arrange field trips that are intended to extend and enhance the curriculum. You will be advised in advance of field trips. Your *written permission* will be required before your child will be allowed to participate. You are encouraged to return permission slips promptly in order for your child to participate.

If the field trip return time is past the normal dismissal time, parents need to promptly pick up their child. If the child is not picked up within 15 minutes after the scheduled return time, he/she may not be eligible for the next field trip or after school activity.

As part of the 6th grade science curriculum, students take an annual 5-day field trip to Kern Environmental Education Program, Camp KEEP. Due to the length of the trip, the living arrangements, and overall nature of outdoor learning, good conduct is of utmost importance. Therefore, each student will be held to behavioral standards in order to attend the trip. These standards will consist of no more than three disciplinary referrals and no more than one suspension prior to the

Camp KEEP trip. Students who do not meet these standards may not attend the Camp KEEP trip; it will be at the Principal's discretion.

FOG DELAY

The local radio and television stations will carry the announcement starting between 6:30 and 7:00 a.m. You may also want to log on to the Internet <http://alertline.kern.org>

In the event of a fog delay, buses will run **two hours later than normal**. Classes will begin when the buses arrive at school. No breakfast will be served on fog delay days. Should the fog be severe enough, school will be closed for the day. Continue to listen to the radio and television stations for announcements concerning delays and/or closures. Students may be required to make up any day lost due to fog. Dismissal time will be at the regular time. If a Minimum Day is scheduled and a Fog Delay is declared, the Minimum Day will be cancelled.

When an IEP/504 meeting is scheduled and a two-hour Fog Delay is declared, the following procedure will be implemented:

- Kindergarten-5th grade, 7:30 am meetings will be rescheduled to 2:30 pm the same day.
- Middle School, 8:15 am meetings will be rescheduled to 3:25 pm the same day.
- Student Success Team Meetings will be rescheduled to a different day

GRADUATION

The Board of Trustees believes that graduation from public school implies that the student has satisfactorily completed the course requirements as prescribed by the board. Graduation exercises shall be marked with dignity and simplicity and shall be of a pleasant and memorable type. Graduation exercises shall be planned by the principal and teachers involved. Diplomas of graduation shall be presented to each pupil completing the 8th grade.

Changes in the federal law now require that the district inform you that we intend to send the records of your child to the appropriate high school. These records include a history of your child's attendance, grades, work habits, test scores, and health history. You may make an appointment to inspect these records at the school before June 1. You may request a copy of the records at twenty cents per page. You may challenge, in writing, any item in the records.

GRADUATION CRITERIA

1. All students must attain an academic achievement of 2.0 GPA as certified by the homeroom teacher.
2. No student shall graduate who has a chronic record of being absent without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of days of absence exceeds 10% of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to graduate.
3. Any student who anticipates graduating must retain a respectable level of conduct with no more than six (6) referrals or two (2) suspensions. It will be up to the discretion of the Board of Trustees if there is a single occasion of severe behavior that warrants a student to be denied the privilege of participating in graduation ceremonies.
4. Any student wishing to participate in the graduation ceremonies must be in attendance (except for an emergency) the last full week of school.
5. Double promotions must be made previous to or at mid-year before any student can qualify for graduation, i.e., a 7th grade student may be promoted to the 8th grade.
6. Graduation dress code: Gowns will be furnished by the school and loaned to the students. Gowns must be worn for the ceremony. At a minimum, the school dress code applies. No shorts, sunglasses, or accessories allowed unless approved by administration prior to ceremony.
7. Any student found to be in possession of any alcoholic beverages, illegal drugs, or narcotics at any time throughout his 8th grade year should not be permitted to take part in the graduation ceremonies.

8. Any 8th grade student who has a chronic record of juvenile hall detention will not be allowed to take part in any graduation ceremonies.
9. Any 8th grade student who enrolls during the last five weeks of his/her last year will not be included in the graduation ceremonies unless acceptable documentation is received by the district that the student has achieved an academic level commensurate with the district standards.
10. Any student with any of the above violations will have their report card and diploma mailed to them.
11. Students must meet the Social Promotion and Retention requirements of the district.
12. A student's diploma will not be released if there are any outstanding charges for lunches, library, textbooks or etc. for the parent or student. Also, diplomas will be held for any student needing to complete a summer program for completion of the 8th grade (proof of completion will be required).
13. Graduation Reward Trip and/or Graduation Party misconduct may result in being ineligible to participate in the graduation ceremony.
14. The graduation ceremony is meant to be a dignified event with proper decorum. Students not exhibiting proper decorum during the ceremony may be removed from the ceremony.

GRADUATION REWARD TRIP/PARTY CRITERIA

1. No student shall attend the graduation trip that has a chronic record of absence without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of absence days exceeds 20% of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to attend.
2. No student shall attend the graduation trip or party if he/she receives more than six (6) referrals or two (2) suspensions during the school year.
3. Any student who anticipates going on the trip or to the party must retain a respectable level of conduct. It will be up to the discretion of school administration and/or the Board of Trustees if a student's public behavior warrants a dismissal from the trip or party.
4. Any student found to be extremely disrespectful to school personnel (certificated or classified) shall be refused permission to take the trip or go to the party.
5. Any student found to be in possession of any alcoholic beverage, illegal drugs, or narcotics during any time throughout his/her 8th grade year (either on school grounds or elsewhere) shall not be permitted to make the trip or go to the party.
6. Any student picked up on the trip for violation of alcohol, drugs, or stealing will be held at a security facility. Parents will be notified to pick them up. Those students will NOT return on the Lakeside bus.
7. Upon arrival at the destination, students will be under the direct supervision of the park security.

HEALTH EDUCATION

AIDS PREVENTION INSTRUCTION

School districts are required by law to ensure that all pupils in grades 7th through 12th receive AIDS prevention instruction from adequately trained instructors in appropriate courses. Each pupil shall receive the instruction at least once in junior high or middle school and once in high school. This instruction will emphasize that sexual abstinence and abstinence from intravenous drug use are the most effective means for AIDS prevention. The instruction will also include development of refusal skills to assist pupils to overcome peer pressure and use effective decision-making skills to avoid high-risk activities. The instructional materials related to this instruction are available for your inspection. Parents may exempt students from the health component of any course or class if that instruction conflicts with a parent or guardian's religious training or beliefs. [E.C. 51201.5]

Sex Education Sex education courses are offered as optional classes. You have the right to request in writing that your child not attend these classes. You may withdraw this request at any time. You also have the right to inspect and review the instructional materials to be used in these classes prior to the holding of such classes. [E.C. 51550, 51553]

VENEREAL DISEASE EDUCATION

Because sexually transmitted diseases have become a growing problem in our society, this topic will be discussed in the health course in grades 6th through 8th. A discussion of this topic shall emphasize that abstinence from sexual intercourse is the only protection that is 100% effective against not only sexually transmitted diseases, but also unwanted teenage pregnancy and AIDS. All material and instruction dealing with these topics shall be age-appropriate and in accord with criteria established by law. [E.C. 51551]

HEALTH SERVICES

General Health Students should be free from disease, fever, colds, sores, and skin rashes. If any of these are present, your child should be kept home until all signs and symptoms are gone. If your child is absent from school, either phone or send a note to report the reason (see Attendance instructions). When your child returns, he is to report to the office as soon as he gets off the bus and before school begins to pick up his "Admit to Class" slip. If your child has a communicable disease, a doctor should be consulted as to the care and when your child should return to school. A doctor's note is necessary before a student can be excused from physical education for more than two days. Parents should inform the classroom teacher, school nurse, or office staff concerning special health needs. A health record is on file for each student.

Immunizations

Immunizations must be up-to-date before admission to any K-12 school program is granted. To enter or transfer into a public elementary and secondary school children under age 18 years must have immunizations as outlined below. New 7th grade entry requirements went into effect 7/1/99. A varicella requirement for kindergarten went into effect 7/1/01.

Personal belief exemptions will no longer be permitted beginning January 1, 2016. Personal belief exemptions submitted before January 1, 2016 are valid until the child enters kindergarten (including transitional kindergarten) or 7th grade. Valid medical exemptions from a California licensed physician are not affected and will continue to be accepted. Senate Bill (SB) 277. For children with medical exemptions, the physician's written statement should be stapled to the CSIR. Lakeside School maintains an up-to-date list of pupils with exemptions so they can be excluded quickly if an outbreak occurs. If an outbreak of a communicable disease occurs at school, the non-immunized student will be excluded for his/her own safety until such time as directed by Health Officials or district administration. [Health and Safety Code section 120335]. Vaccines and required doses are

Table A, “California Immunization Requirements for Pre-Kindergarten,” sets forth, according to age or grade, the required immunizations and number of doses for admission to and attendance at a pre-kindergarten facility.

TABLE A: CALIFORNIA IMMUNIZATION REQUIREMENTS FOR PRE-KINDERGARTEN¹

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION^{2 3}				
2 through 3 months	1 Polio	1 DTaP	1 Hep B	1 Hib	
4 through 5 months	2 Polio	2 DTaP	2 Hep B	2 Hib	
6 through 14 months	2 Polio	3 DTaP	2 Hep B	2 Hib	
15 through 17 months	3 Polio	3 DTaP	2 Hep B	1 Hib ⁴	1 Varicella
	On or after the 1st birthday:				1 MMR
18 through 5 years	3 Polio	4 DTaP	3 Hep B	1 Hib ⁴	1 Varicella
	On or after the 1st birthday:				1 MMR

¹ A pupil's parent or guardian must provide documentation of a pupil's proof of immunization to the governing authority no more than 30 days after a pupil becomes subject to any additional requirement(s) based on age, as indicated in Table A.

² Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.

³ Any vaccine administered four or fewer days prior to the minimum required age is valid.

⁴ One Hib dose must be given on or after the first birthday regardless of previous doses. Required only for children who have not reached the age of five years.

Table B, “California Immunization Requirements for Grades K-12,” sets forth, according to age or grade, the required immunizations and number of doses for admission to and attendance at a school.

TABLE B: CALIFORNIA IMMUNIZATION REQUIREMENTS FOR GRADES K-12

GRADE	NUMBER OF DOSES REQUIRED				
ADMITTED	OF EACH IMMUNIZATION^{1 2 3}				
K-12 Admission (7th-12th)⁸	4 Polio⁴	5 DTaP⁵	3 Hep B⁶	2 MMR⁷	2 Varicella
7th Grade Advancement					
9 10	2 Varicella¹⁰	1 DTaP⁸			

¹ Requirements for K-12 admission also apply to transfer pupils.

² Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.

³ Any vaccine administered four or fewer days prior to the minimum required age is valid.

⁴ Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.

⁵ Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

⁶ For 7th grade admission, refer to [Health and Safety Code section 120335](#), subdivision (c).

⁷ Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.

⁸ For 7th through 12th graders, at least one dose of pertussis-containing vaccine is required on or after the seventh birthday.

⁹ For children in ungraded schools, pupils 12 years and older are subject to the 7th grade advancement requirements.

¹⁰ The varicella requirement for seventh grade advancement expires after June 30, 2025.

(See your doctor for details)

A pupil may not be admitted to school unless he/she has been fully immunized against. The required immunizations are available from the County Health Officer or a physician. Documentary proof of immunization is required upon admission. It is the policy of this district that there is no "conditional" admittance to schools; immunizations must be up-to-date before admission to school is granted.

This district cooperates with the local health office in the control and prevention of communicable disease in school-age children. If you consent in writing, the district may permit any person licensed as a physician and surgeon, or any person licensed as a registered nurse to administer an immunizing agent to your child. You will be advised in writing before any immunization program is instituted. [E.C. Section 49403]

The Hepatitis B vaccine is *required* by the State of California for any student entering 7th grade. The HepB is a three-dose series. A second dose of the MMR is also required. Please update your student's school records.

Physical Examination

Good health is important to your child's learning and successful academic career. State law requires that each child enrolling in 1st grade must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. District policy requires the examination be made prior to starting kindergarten.

If parents want their child to be exempt from physical examinations at school, file a written statement with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist. [E.C. section 49451]

You may find it convenient to have your child immunized at the same time that the physical examination is conducted. These services may be available to you at no cost through the Child Health and Disability Prevention (CHDP). For information, call the Kern County Health Department at 861-3010 [Health & Safety Code 323.5, 324.2, 324.3; E.C. 48211, 49450]

Periodically, examinations may be given to all students for head lice. If lice are found on the student, the student will be excluded from school until all nits are killed and removed.

Assistance with Medication to be Given During the Day; Epinephrine

Any member of the school staff NEVER gives aspirin to any student. [E.C. 49423]

All medications are to be turned in to the nurse or school office. The school nurse or other school personnel may assist any student who is required to take medication that is prescribed by a physician, during the school day, if the district receives:

1. Written statement from the physician detailing the method, amount and time schedule by which such medication is to be taken; and,
2. Written statement from the parent/guardian of the pupil, indicating the desire that school district personnel assist the pupil in the matters set forth in the physician's statement, and holding the district, its officers and employees harmless for any personal or property damage resulting from such assistance; and,
3. Medication must be in the original prescription container; and
4. Parent release statements and forms provided at the back of this book are to be completed, properly signed, and returned to the school office to be kept on file.

If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify the superintendent of the medication being taken, the current dosage, and the name of the supervising physician. [E.C. section 49480]

State law now allows students with doctor authorization to carry and self-administer auto-injectable epinephrine medication. Students may also carry and use sunscreen without a doctor's note or prescription, and may also wear sun protective clothing [E.C. section 35183.5]

Vision and Hearing Appraisal

Children in kindergarten through 8th grade will have vision checks by authorized personnel, unless you present to the school a certificate from a physician or optometrist verifying prior testing. The school district is required to provide for the testing of the sight and hearing of each student enrolled in the schools. [E.C. 49452, 49455]

The provisions of this section shall not apply to any child whose parents or guardian file with the principal of the school, a statement in writing that they adhere to the faith and teachings of any well-organized religious sect, denomination, or organization and in accordance with its creed, principles, or tenets, depend upon prayer for healing in the practice of their religion. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the condition does not exist. [E.C. 49451]

SCOLIOSIS SCREENING

If your child is enrolled in grades 7th or 8th, and is suspected of having curvature of the spine, please notify the school office. If your child is identified at school as having this condition, you will be notified. [E.C. 49452.5]

INFECTIOUS DISEASE PLAN

Introduction

A pandemic occurs when a new virus emerges that is different from seasonal flu or other known viruses and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the new virus and a vaccine may not be available right away. A pandemic has the potential to overwhelm normal operations in educational settings.

Furthermore, schools tend to be affected by infectious disease outbreaks more than other settings. This is because children easily transmit illnesses to one another as a result of their close proximity, their inefficiency at containing respiratory droplets and their ineffective hand washing. As a school district, we play an important role in protecting the health of our students and staff from contagious diseases.

When a new virus emerges, it can take up to 6 months before a vaccine is widely available. When a vaccine is not available, non-pharmaceutical interventions (NPIs) are the best way to help slow the spread of disease. They include personal, community, and environmental actions. These actions are most effective when used together. NPIs also can provide protection against other infectious diseases in schools.

As educators, we play a key role in infectious disease readiness. Planning for and practicing NPI actions will help our school respond more effectively when an actual emergency occurs.

About this plan

This pandemic/infectious disease plan provides guidance for reducing illness at school on a regular basis as well as procedures during infectious disease outbreaks and pandemic periods.

This plan includes:

1. **Outlines a countywide response to illness outbreaks**
2. **Strategies to prevent and reduce the spread of infectious diseases within our schools**
3. **Procedures for temporarily canceling school due to an infectious disease outbreak**
4. **Considerations for reopening schools**

Plan goals

We will utilize this plan to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses
- Ensure accurate and timely information dissemination

Countywide response to illness outbreaks

The Kern County Public Health Department is the lead agency during a public health emergency in Kern County, such as an infectious disease outbreak or pandemic.

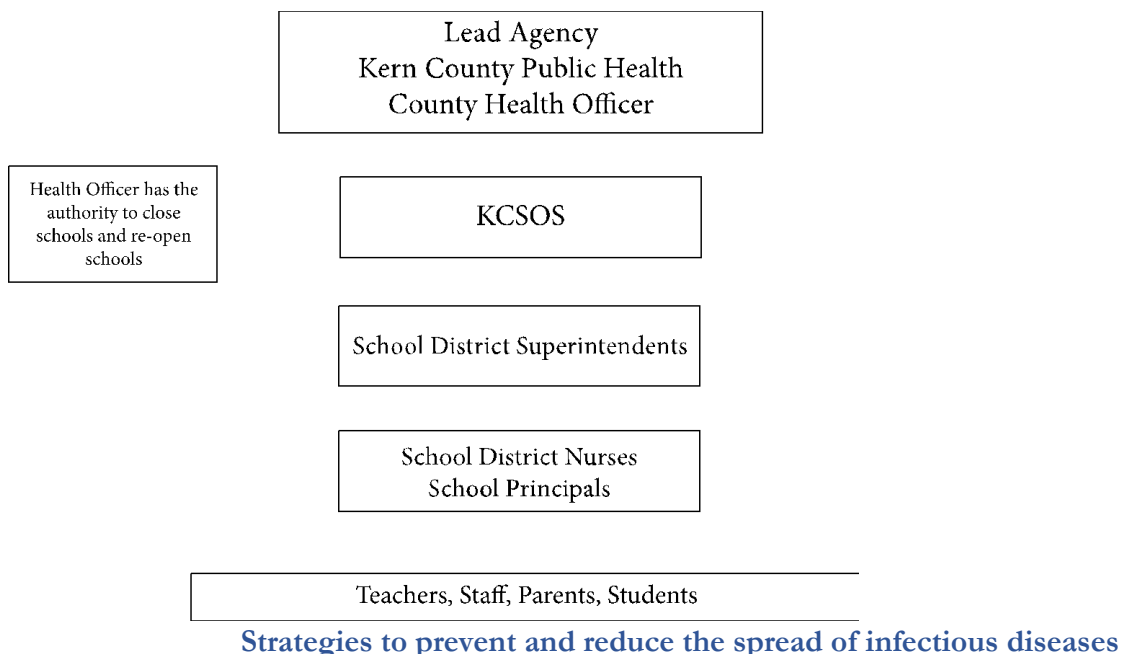
In a public health emergency, Public Health may direct specific actions to control the spread of disease in schools and in the community.

The Health Officer has legal authority to take actions necessary to prevent the spread of disease. This includes the legal authority to dismiss schools and re-open schools.

As lead agency in a public health emergency, the Public Health Department is:

- The primary point of contact for information on the disease outbreak or pandemic including:
 - Case definition and symptoms
 - Exposure and infection control
 - The need to dismiss schools and/or re-open schools
(*reference: Health & Safety Code 120175*)
- The single point of contact for instructions related to school district response, including infection control instructions and school dismissal.
- The primary point of contact — in partnership with the Kern County Superintendent of Schools — for content of information distributed by the school district to parents, students, teachers and staff.

Countywide response



How Germs Spread

Illnesses such as the flu (influenza) and viruses such as Norovirus (sudden and violent nausea, vomiting and diarrhea) and the common cold are caused by viruses that infect the nose, throat, lungs and/or gastrointestinal tract. The flu and colds usually spread from person to person when an infected person coughs or sneezes and the virus is inhaled by another person.

Norovirus is spread by infected persons passing germs through food or ineffective hand washing. Germs are also spread by droplets when a person touches something that is contaminated with a virus and then touches their eyes, nose, or mouth. The length of time germs can live on certain surfaces depends on the actual virus.

Disease Prevention & Education

To help prevent the spread of any infectious disease, schools have an opportunity to educate students, staff, and the community on social etiquette, good health and hygiene habits, and disease prevention.

Lakeside Union School District will provide hand washing, coughing, and sneezing education at any time there is a suspected outbreak and during the school year as requested by staff. Lakeside Union School District nurses will have illness/disease prevention information current and up to date on our website www.lakesideusd.org.

During times of suspected or identified infectious disease outbreaks, the Lakeside Union School District will coordinate with the **Kern County Superintendent of Schools** and the **Kern County Public Health** to address the outbreak at the school level and may host vaccine clinics at our schools for students and/or staff.

Lakeside Union School District basic educational message is:

- Cover Your Cough
- Wash Your Hands Often
- Stay Home If You're Sick
- Wear appropriate PPE (Personal Protective Equipment):

Cover Your Cough: Students are taught coughing and sneezing etiquette as outlined below. An ample supply of tissue is available in each classroom and school common areas.

- Cover your mouth and nose with a tissue when you cough or sneeze OR
- Cough or sneeze into your upper sleeve, not your hands.
- Wash your hands after you cough or sneeze.

Wash Your Hands Often: Hand washing with soap and water (cold or warm) is the best option. Staff are encouraged to provide time and opportunities each day for students to practice washing their hands with soap and water: upon arrival at school, after coughing and/or sneezing in hands, at the beginning of the lunch line before eating, after bathroom use, and after recess.

- Wet hands, apply soap and scrub for at least 20 seconds.
- Thoroughly rinse under clean, running water.
- Dry hands completely with a paper towel. Use a paper towel to turn off faucet handles and open restroom doors.

When there is no access to a sink, as on a field trip, alcohol-based (at least 60% alcohol, dye-free and fragrance-free) liquid or foam hand sanitizer or alcohol-based sanitizer wipes may be used. Hand sanitizers are not a substitute for handwashing.

Stay Home if You're Sick: A primary strategy against the spread of illness is for sick people to stay home from school. This includes students, staff and volunteers.

- **Too sick policy**

General Health Students should be free from disease, fever, colds, sores, and skin rashes. If any of these are present, your child should be kept home until all signs and symptoms are gone. If your child is absent from school, either phone or send a note to report the reason (see Attendance instructions). When your child returns, he is to report to the office as soon as he gets off the bus and before school begins to pick up his "Admit to Class" slip. If your child has a communicable disease, a doctor should be consulted as to the care and when your child should return to school. A doctor's note is necessary before a student can be excused from physical education for more than two days. Parents should inform the classroom teacher, school nurse, or office staff concerning special health needs. A health record is on file for each student.

Illness/Disease Monitoring & Tracking:

Staff are trained to be alert to children who are ill. Examples of symptoms include: fever, frequent cough and/or sneezing, sore throat, vomiting/diarrhea. These students will be sent to the office for evaluation. Be careful not to assume that your "frequent flyer" is faking as they might really be ill.

During times of a potential infectious disease outbreak, school nurses or staff designated as school health assistants will implement a surveillance system to detect unusual rates of diseases in our schools. They will

monitor illnesses daily, track illness trends and report to the school site principal. Once a pattern is identified, the Kern County Health Department will be notified as necessary.

Wear appropriate PPE (Personal Protective Equipment): During periods of suspected or identified infectious disease outbreaks, school nurses or health assistants will protect themselves by wearing appropriate PPE when helping sick students; this includes gowns, gloves, eye protection and facial mask. Students who have a cough with a fever or are sneezing with a fever will be isolated and asked to wear a mask until parents pick them up. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. The use of a mask is common in health care facilities and helps to contain their secretions until they are sent home. It does not mean they are infected with a specific virus. (Large quantities of medical masks are kept at each main school site with their emergency supplies and can be divided up and distributed to schools if needed.) If the student is unable or unwilling to wear a mask, the individuals helping the sick person will need to wear a mask in addition to any other appropriate PPE (gown, gloves and eye protection).

Disinfection & Cleaning Procedures

Common School Areas / Classrooms: Commonly touched surfaces such as stairway railings, door handles, computer keyboards, bathroom faucets and surfaces, drinking fountains, telephones, and elevator buttons will be cleaned by wiping them down frequently with a general cleaning solution.

In the event disinfecting surfaces becomes necessary due to an infection disease outbreak, an **EPA-registered disinfectant** should be utilized and consideration will be given to increasing the frequency of cleaning these commonly touched surfaces and areas based on the nature of the disease.

NOTE: Per California Education Code 17614, any EPA-registered disinfectant may only be used by staff who have been annually trained on the safe and effective use of pesticides on school sites.

Furthermore, when an employee or student with a suspected infectious disease is identified and has left the building, their work area, along with any other known places they have been, will be thoroughly cleaned and disinfected.

The person cleaning and disinfecting (usually a trained custodian) should wear a mask and gloves and should discard them afterwards. Hands will be washed or sanitized at the completion of the procedure. **During times of a specifically known or suspected disease outbreak, the school district will consult public health both locally and statewide to determine if there is a proper way to discard waste.**

School Buses: School buses are cleaned by the drivers on a regular basis during the normal school year. However, during periods of suspected or confirmed infectious disease outbreak, consideration will be given to increasing the frequency of cleaning schedules, possibly at the end of each route (morning and afternoon) based on the nature and spread of the disease and guidance from the Kern County Public Health Department. Bus drivers may also consider wearing masks while on route, for their personal protection.

Food Service Protocols: Lakeside Union School District follows Hazard Analysis and Critical Control Point (HACCP) principles in each step of the food preparation process, from receiving to service. In addition, independent health and safety audits are administered throughout the school year and Lakeside Union School District also participates in two local health and safety audits each year. Staff members participate in regular safety training and are not to allow staff to come to work if they have a fever, diarrhea or vomiting.

During periods of suspected or confirmed infectious disease outbreak, Lakeside Union School District will consider the need to make modifications to our services based on the severity and nature of the outbreak. This could include discontinuing the use of self-serve salad bars, serving sack lunches instead of cafeteria style lunches, having more stringent sick employee policies, etc.

Social Distancing: During suspected or identified infectious disease outbreaks, several social distancing measures will be taken to reduce the spread of an infectious disease. These include:

- Discourage hand shaking.
- Discourage the sharing of drinks or eating out of the same chip bag, etc.
- Avoid touching your eyes, nose or mouth.
- Avoid face-to-face meetings; if unavoidable, maintain a distance of 3 feet between individuals.
- Cancel or postpone non-essential meetings, gatherings, assemblies, field trips, workshops or trainings.
- Consider setting up staggered shifts or flexible hours to reduce crowding in district office facilities.

Procedures for canceling school due to an infectious disease outbreak

Lakeside Union School District will collaborate with Kern County Public Health and Kern County Superintendent of Schools to monitor disease outbreaks in our schools and to determine if and when school should be cancelled.

The health department will also help us decide the length of time for a school closure and the extent of the closure (single school closure, neighboring schools, partial district, entire district, etc.), taking into consideration the mixing of students/staff across schools, geographic proximity, outbreaks at neighboring school districts, etc., based on the nature of the specific disease.

Legal Authorities for Cancellation of School: The Lakeside Union School District Superintendent has the authority to cancel classes when he deems it necessary for the health and safety of students and staff. In the Superintendent's absence, the Assistant Superintendent/Principal can authorize a school closure in the superintendent's absence is authorized to cancel school/classes.

In the event of a local infectious disease outbreak within the Lakeside Union School District, the district will work in partnership with the Kern County Public Health Department when deciding to close school. In the event of a local, community-wide infectious disease outbreak, authority is granted to the local Health Officer to close schools/cancel classes in an emergency or to protect the public's health (*reference: Health & Safety Code 120175*).

If school is cancelled due to an infectious disease outbreak, all other school-related gatherings (athletic events, concerts, after school activities, field trips, etc.) will also be cancelled. In some cases, non-academic events may be cancelled even if classes are not cancelled.

Communicating with Stakeholders: Lakeside Union School District is committed to providing accurate, consistent, and timely communications with staff, students, and parents to instill and maintain public confidence in our schools. We will coordinate with Kern County Superintendent of Schools and Kern County Public Health, to disseminate critical information, to develop and deliver common health

messages and educational materials in English and Spanish, and to demonstrate the school district is taking reasonable action to preserve the safety and health of our staff and students.

Information will be disseminated via our normal emergency communication methods: staff email, web site postings, 24-hour information line, parent letters, school newsletters, television and radio broadcasts, and mass phone call system as needed.

Continuity of Operations Plan: Certain essential district-level functions will need to continue even during a school closure situation. *Essential Services* may include:

- Payroll, Accounts Payable
- Communications & Technology (website, press releases, learning at home resources, etc.)
- Facilities Coordination (with Red Cross, Health Department, etc.)
- Emergency Operations Center (planning for reopening of schools.)

Lakeside Union School District will identify *Essential Personnel* who will be needed to carry out essential services and determine if those services can be accomplished at home (by computer, through emails, conference calls, using Skype, etc.) or by staggering work schedules and locations and using social distancing measures. Essential personnel who report to work during a school closure will take precautions and wear personal protective equipment (masks, gloves, gown and eye protection, etc.) to protect themselves from infectious disease. If indicated, the district nurses will train and provide essential personnel with N-95 respirators. If a vaccine becomes available and is in limited supply, essential personnel may be on the school district's priority list for receiving the vaccine.

Schools as alternative care sites: If schools are closed due to an infectious disease outbreak, the school sites may be needed by Kern County Public Health as a public health site for vaccine distribution, quarantine, etc. As part of their safety plan, schools are required to establish procedures to all a public agency to use school buildings and grounds for emergencies involving health and welfare (*reference: California Education Code 32282*)

Continuity of meal programs: If schools are closed, the school district will decide if we will provide meals for students who are on the 'free and reduced meals' designation. It may be possible to set up a schedule to distribute sack lunches at the already established summer food distribution sites or at other locations as deemed necessary. Social distancing measures for preventing the spread of disease will need to be considered.

Continuity of instruction: In the event schools are closed for an extended period of time due to an illness outbreak, the district will deploy the following strategies to ensure students continue learning while away from school.

Google classroom,

email accessibility to teachers,

take-home one-on-one technology, etc.)

HOME AND SCHOOL RELATIONS

Parents are always welcome to visit classrooms and discuss their students with the teacher. It is important, however, that such visits do not interrupt the instruction of the class. Please plan at least one day prior to the requested appointment. The teacher will be able to visit with you before and after school by appointment. **When there is a school problem, the following procedure is suggested:**

- First, discuss the problem with the teacher or other adult involved in the incident.
- Second, arrange a meeting with the teacher.
- Third, arrange a meeting with the Vice Principal or Principal

Do not expect a conference when the instructor is in a teaching situation. The instructor's first obligation is to the class in session. Please schedule an appointment so full attention can be given as well as records and reports shown and discussed

HOMEWORK

The homework program will serve as an important link between home and school, keeping parents/guardians informed by reinforcing and extending school learning, experiences, and interests. Homework is also a way to help your child to develop work and study habits that will assist him/her throughout the years spent in school, and communicate to students the idea that learning and success takes work at home and school. Homework should encourage family involvement as well.

The daily amount of time for homework will vary depending upon the maturity, abilities, and individual needs of students as well as the requirements of the course/subject. Amounts may vary from student to student and class to class.

Kindergarten through 3rd grades may have approximately 30 minutes per night, 4th and 5th grades may have approximately 45 minutes per night, and 6th through 8th grades may have approximately 1 hour per night of homework.

Purposes for homework are to:

- Complete class-work which if not completed at school.
- Reinforce school learning by encouraging students to assume the responsibility for the necessary and appropriate practice for mastery and application of basic skills and concepts.
- Provide students with opportunities to research, to investigate, to study, and to work independently, utilizing home and community resources.
- Provide opportunity for students to express themselves and receive recognition through various independent activities (i.e., science experiments, reading for pleasure, and special interest projects).
- The parent/guardian is encouraged to accept responsibility for their child's success by providing a suitable time and quiet place for home study, as well as encouraging the child to complete assignments.

Parents can help their child develop some routines that will be of assistance in successfully completing homework assignments. The following suggestions are offered for this purpose.

- Be aware of your child's homework every day.
- Be interested and ask him/her to share and explain the homework to you.
- Remember that homework is the child's work – not the parents.
- Set a regular homework time each day.
- Provide a quiet place to work and study.

STUDENT BINDER

Each student in grades 6th through 8th is should have a binder with the following items:

- Dividers to separate subject areas.

- Pens and pencils ready for use.
- Highlighter
- A zip lock bag for pens and pencils.
- An adequate supply of binder paper.
- A student assignment booklet that can be purchased at school or any school supply store.

In addition, students may be asked to have specialized materials for specific classes.

STUDENT ASSIGNMENT BOOKLET

Each student in grades 6th through 8th is requested to have an assignment booklet that can be purchased from school or any school supply store.

Student's Responsibilities:

- Write down assignments for each class.
- Make sure all assignments are completed and turned in on time.

Parent's Responsibilities:

- Check your child's assignment book daily and make sure assignments are completed and turned in on time.
- If there are any concerns about your child's progress in a class, contact the teacher by writing your concern in the assignment book or calling the school.

Teacher's Responsibilities:

- Clearly state and write assignments so students can write them down correctly.
- Make periodic checks to make certain that the assignment book is being used correctly.
- Respond to parents written concerns in the assignment book.

MAKE UP WORK

Students have homework most nights. Teachers are not required to give make-up homework or tests when the absences have not been cleared. Requesting make-up work is the student's responsibility. As a general rule student will be given the opportunity to make up work missed because of an excused absence to receive full or partial credit.

FAILURE TO DO HOMEWORK

Since homework is an extension of the regular classroom learning process, its completion in a consistent, diligent, and timely manner is important. Failure to complete homework consistently will have an adverse effect on the student's academic achievement and grades. Students habitually choosing not to complete homework may be excluded from extracurricular activities, assigned to the Homework Academy during 8th period, and Homework Academy during Bulldog Day. In addition, students in 4th/5th grade who have been assigned to more than three (3) Bulldog Day Homework Academies will be ineligible to attend the end of the year reward trip.

Students in middle school who have been assigned to more than one (1) Bulldog Day Homework Academy will be ineligible to attend the end of the year reward trip.

HONOR ROLL/PRINCIPAL'S AWARD

Students who have a grade point average between 3.00 and 3.49 will be on the Honor Roll. The Principal's Award will be selected from students in grades 4th through 8th who maintain a 3.5 grade point average in all graded subjects.

At the end of the year the students are given special scholarship recognition at a special activity and at the awards assembly.

INTERNET & ON-LINE SITES

The following policy governs student use of the Internet. "Before anyone may take advantage of the Internet access provided by the district, we will require that they receive appropriate orientation and

instruction.” If harmful, obscene, and/or inappropriate sites are visited as defined by Penal Code 313(a) the student must follow the appropriate procedure prescribed below and in the Internet Use Agreement attached in the back of this book. Also, students are prohibited to use chat rooms, student e-mail or unauthorized web site addresses, and do commercial transactions. All student users’ parents/guardians will be required to sign an Internet Use Agreement. In addition, all users must review this Internet Policy; Rules for Internet Etiquette and the list of prohibited uses, and agree to abide by them. All reasonable policies will guard the identity and pictures of individual students. Access to the Internet is a privilege and it will be withheld or withdrawn from anyone who fails to abide by this policy and the applicable rules.

Students may receive disciplinary consequences if the following procedures are not followed when an inappropriate site is encountered.

1. The student should immediately turn off the monitor.
2. The student should raise his or her hand and quietly inform the teacher.

LOCKERS

Lockers may not be available for the 2021-2022 school year due to the COVID pandemic.

Lockers are provided for middle school students to be used for the storage of books and other school supplies. Having a locker is a privilege and not a right. Damaging it in any way or defacing it with stickers may result in denial of locker use. Students may be required to share a locker because there are not enough lockers for each student. Personal articles of value must not be kept in lockers; students do so at their own risk. The school is not responsible for the content of students’ lockers. The school reserves the right to make periodic inspection of student lockers to determine if they are being used properly.

- Students will be assigned lockers.
- Students may use lockers from the 8:50 A.M and during passing periods.
- Students may use lockers at the beginning and end of lunch period.
- Students **will not** be allowed to go to their lockers during class time or during passing times without a teacher’s approval.
- It is recommended that each student have a lock. Combination or key locks are acceptable, however if a student forgets the combination or loses the key the lock will be cut off.
- Students who violate any locker policy may lose locker privileges for one quarter.

MINIMUM DAYS

Minimum days are: Back to School Night, Open House and the Friday before Christmas and spring vacations. There will be five minimum days for Parent Conferences at the end of the 1st quarter and two minimum days at the end of the 3rd quarter, and the last day of school. If any other days are added, you will be notified as soon as possible. If a Minimum Day is scheduled and a Fog Delay is declared, the Minimum Day will be cancelled.

PARTIES AND DANCES

Parties for Kindergarten through 5th grade and are limited to three per year: Christmas, Valentine's Day and Easter. Parties for 6th through 8th grades are limited to winter break and the last day of school. The Booster Club sponsors these and agrees upon refreshments. No other parties should be held during school time.

The student body has a maximum of three dances per year. 6th through 8th grade students may attend. The dances are usually scheduled before a holiday or on Fridays.

Students must be in the cafeteria within 15 minutes of the dance starting time and must be picked up within 15 minutes of the ending time. If they are not, they may not be allowed to attend the next dance or school activity.

PERSONAL ITEMS

Animals are not allowed on the bus and could be injured at school. Leave pets at home! Toys, radios, tape recorders, cameras, speaker systems, hand held video games and other valuable items should never be brought to school. There is always a chance they may be broken or stolen at school. **If this should happen, the school is not responsible.**

Student store days are announced in advance. For this it is permissible to bring a small amount of extra money. If it is necessary to bring large amounts of cash to school, this should be deposited with office personnel.

Occasionally, primary students may have special days when the teacher will ask them to bring some special item from home for sharing time. This can be approved; however, pets are to be brought by parents.

For reasons of safety, students are forbidden to carry knives, matches, or any item that could prove dangerous and will be subject to suspension.

Student deliveries of balloons, flowers, candy, and/or etc. will not be accepted.

PESTICIDE USE NOTIFICATION

The district has implemented an integrated pest management program designed to effectively control pests using a combination of techniques. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment may be used according to established regulations and treatment thresholds. [EC 17612 and 48980.3]

Pursuant to the Healthy Schools Act of 2000, the district is required to notify staff and parents of the name of all pesticide products expected to be applied at the school facility during the upcoming year. Those products are as follows:

Name of Pesticide	Active Ingredient(s)
Nylar IGR	2-[1 Methyl-2(4-Phenoxyphenoxy)ethoxyl]pyrdine
OptigardAnt Gel Bait	Thiamethoxam
Pendulum Aqua Cap	Pendimethalin
Ranger Pro	Glyphosate
Tempo SC Ultra	Beta-Cyfluthrin
Tempo Ultra WP	Beta-Cyfluthrin
Trimec	Dicamba
Vendetta Plus Cockroach Gel Bait	Abamectin B1
Wasp Freeze	d-Trans Allethrin

If you wish to receive notification of individual pesticide applications at the school facility, please contact the school. You will receive notification at least 72 hours prior to the application.

Information regarding pesticide information may be obtained at the website for the California Department of Pesticide Regulation at [www:/apps.cdpr.ca.gov/schoolipm/](http://apps.cdpr.ca.gov/schoolipm/).

DRINKING WATER AT LAKESIDE SCHOOL

IMPORTANT INFORMATION ABOUT YOUR DRINKING WATER

Este informe contiene información muy importante sobre su agua potable.
Por favor hable con alguien que lo pueda traducir

Lakeside School Has Levels of Arsenic Above Drinking Water Standards

Our water system failed a drinking water standard. Although this is not an emergency, as our customers, you have a right to know what you should do, what happened and what we are doing to correct this situation.

We routinely monitor for the presence of drinking water contaminants. Testing results collected on January 21, 2021 show that our system exceeds the standard, or maximum contaminant level (MCL), for arsenic. The standard for arsenic is 10 ug/L (micrograms per liter). The average level of arsenic was 15 ug/L.

What should I do?

- **You do not need to use an alternative (e.g. , bottled) water supply.** However, if you have specific health concerns, consult your doctor.
- This is not an emergency. If it had been, you would have been notified immediately. However, *some people who drink water containing arsenic in excess of the MCL over many years may experience skin damage or circulatory system problems, and may have an increased risk of getting cancer.*
- If you have other health issues concerning the consumption of this water, you may wish to consult your doctor.

What happened? What was done?

[We are currently working with the City of Bakersfield and the State Water Resources Control Board, so we may possibly consolidate with the city for drinking water.](#) We anticipate resolving the problem soon.

For more information, please contact Gilbert Garcia at 661-831-3503 or at the following mailing address: [14535 Old River Road, Bakersfield CA 93311](#).

Please share this information with all the other people who drink this water, especially those who may not have received this notice directly (for example, people in apartments, nursing homes, schools, and businesses). You can do this by posting this notice in a public place or distributing copies by hand or mail.

Secondary Notification Requirements

Upon receipt of notification from a person operating a public water system, the following notification must be given within 10 days [Health and Safety Code Section 116450(g)]:

- SCHOOLS: Must notify school employees, students, and parents (if the students are minors).
- RESIDENTIAL RENTAL PROPERTY OWNERS OR MANAGERS (including nursing homes and care facilities): Must notify tenants.
- BUSINESS PROPERTY OWNERS, MANAGERS, OR OPERATORS: Must notify employees of businesses located on the property.

This notice is being sent to you by Lakeside School.

Date distributed: 03/21/2021.

PHYSICAL EDUCATION

A physical education program is carried on at every grade level. This becomes a more formal program and requirements increase beginning with the 4th grade level. Students need to wear appropriate clothing and rubber sole shoes for physical activity.

A doctor's certified note is required to be excused from physical education classes for more than two days for health reasons. Since law requires the class, no other excuse is accepted.

PUPIL RECORDS

You have a right to inspect and review your child's school records, to challenge their contents, to have an administrator assist you in interpreting the records, request amendment to ensure that they are not inaccurate, misleading, or otherwise in violation of your child's privacy rights; and to file a complaint with the U.S. Department of Education if the district fails to comply with the law with regard to his/her records. You may be charged \$.20 per copy for any copying. For further information or assistance, contact Ty Bryson, Superintendent. [E.C. 49063, 49070, FERPA 34 CFR Part 99]

California Student Information Service

Lakeside Union School District is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts to which the student is transferring or applying for admission. All data maintained by the CSIS Program follows federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CSIS.

The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

Release of Directory Information

Directory information which may be disclosed by school officials consists of the following: student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, awards received, and most recent previous school attended. If you wish that the district withholds any of this information, contact the school principal. [E.C. sections 490619(c), 49070]

Under no circumstances shall directory information be disclosed to a private profit-making entity other than employers, prospective employers, and representatives of the news media. Based on its determination of the best interest of the student, the district may limit or deny the release of specific directory information to any public or private nonprofit organization. [E.C. 49061(c), 49070]

RECREATION PROGRAMS

ATHLETIC PROGRAM

There will be an athletic program run by the athletic director, which begins approximately the third week of school and continues on a regular schedule to the end of school. The days are Monday through Thursday from 3:30 to 5:30 p.m. *Parents must sign a Parent/ Student Athletic Contract, Parent Contract, and also arrange for transportation home following the end of practice.* Team sports for 6th-8th grade include football, basketball, soccer for boys, and volleyball, basketball and soccer for girls.

A student must be in school for at least 1/2 the school day in order to be eligible to participate in after school activities that day. Unless they are directly involved in a supervised activity. Other students are not to remain at school. There are to be NO spectators unless there is an actual game with another school. There is no facility for the supervision of younger brothers and sisters. They **MUST** go home on the bus. There may be an activity bus that will run on Monday through Thursday. It makes a shortened run into Silver Creek and rural areas of the district. A copy of the bus route is available at the Lakeside School office.

Athletic programs may be postponed for the 2022-2023 school year.

ELIGIBILITY POLICIES

- Grade Point Average (GPA): A student must maintain a 2.0 grade point average on all graded subjects, with no more than one "F". The grade point average used to determine eligibility is based on grades of the previous quarter report card. Progress reports are not the official grades.
- Conduct: Any student who demonstrates a poor attitude, unsportsmanlike behavior, transportation problems, or unexcused absences during games/practices may be dropped from the team/activity at the discretion of teacher/coach, Athletic Director, or Principal. A student that is suspended from school will be ineligible for all recreation programs according to the following timeline:
 - First suspension, ineligible for two weeks.
 - Second suspension, ineligible for one month.
 - Third suspension, ineligible for the rest of the year.
- Students must have a parent permission slip and Athletic Contract signed and returned to the teacher/coach.
- Students must have a uniform policy slip signed and returned to the teacher/coach before a uniform can be assigned. Non-returned or damaged uniforms will result in ineligibility in future programs and the withholding of the student's report card.
- Due to the fact that the academic year and sport season or recreation program may not coincide, a student's eligibility is at the discretion of the principal and athletic director.

ADDITIONAL RECREATION PROGRAMS

Additional programs include but are not limited to drumline, cheerleading, drama, and plays. These programs have the same GPA and Conduct eligibility policies as noted above.

RELEASE OF STUDENT TO A PEACE OFFICER

If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official in most cases will take steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [E.C. 48906]

REPORT CARDS

A report card can never give a parent all of the information they should have regarding their child's progress in school. Our report cards will give you a good idea of what your child is accomplishing. We hope you will attend parent-teacher conferences that are held at the end of the first and third quarters. The first conference period is the first week or two in November and the second period usually comes around the first of April. Schedules can be arranged by the parent or by teacher request. Report cards are given at the end of each quarter. Please remember that report cards will not be released to the student if there are any outstanding charges for lunches, library, textbooks or etc.

PROGRESS REPORTS

Progress reports are given out at mid-quarter intervals. Weekly progress reports are also available; however, it is the responsibility of the student to bring the form to each of their teachers to fill out and sign. Parents are strongly encouraged to speak to the teacher if they have any concerns.

Some suggestions regarding student progress at school are:

- Visit the school and the teacher regarding your child's progress.
- Praise your child for good academic grades and good citizenship grades or improved grades.
- Show an interest in your child's schoolwork.
- Support your child's teacher, especially in the child's presence.

- See that your child does his/her homework and has time to do it.

Some don'ts for parents are:

- Do not compare last year's grades with this year. Teachers grade differently. Do make an effort to find out what the present teacher expects of your child.
- Do not compare brothers, sisters, relatives or neighbors' grades with your child's.

SCHOOL ACCOUNTABILITY REPORT CARD

The School Accountability Report Card is available on request. It is also accessible on our website www.lakesideusd.org. This contains information about the district regarding the quality of the district's programs and its progress toward achieving stated goals. [E.C. 35256 and 33126]

SCHOOL SUPERVISION

Students should not arrive at school before 7:50 am. Our school provides supervision for our students from 7:50 am until students are dismissed from school. Kindergartens through 6th grade students are dismissed at 2:30 pm and 7th-8th school students are dismissed at 3:24 pm. All students must go home at their dismissal time. Exceptions are for after school activities.

SERVICES TO DISABLED PUPILS

If you have reason to believe that your child, age 0-21 years, has a handicap which affects his/her ability to learn, bring this to the attention of the school office. Your child will be evaluated to determine whether he/she is eligible for special instruction or services. [E.C. Section 56020, et seq.]

STUDENT BODY ACTIVITIES

Lakeside students in grades 6th through 8th have representation through student body officers and room representatives who meet with the student body advisor. At their meetings they are informed of school activities related to their particular interests and they help with planning student activities. Students are encouraged to express their ideas for making Lakeside an ever-improving student body. Student body officers serve for the school year.

Students in 5th through 7th grades elect student body officers. The president and treasurer are 7th grade, vice-president 6th grade, and secretary 5th grade.

STUDENT BREAKFAST AND LUNCH PROGRAM

Commencing in School year 2022-2023, Education Code (EC) 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades transitional Kindergarten through grade 12 (TK-12) to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.

TELEPHONE CALLS

Students are NOT to use the school telephone to make calls without their teacher's permission. Students will not be allowed to make calls so homework or personal items may be delivered to school. Students will not be called from the classroom to speak on the phone. Please do not ask your student to call home with a message. Parents may call the school and leave messages for their children. This should be done only in emergency situations.

TESTS ON PERSONAL BELIEFS

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion. [E.C. 51513, 60614]

TEXTBOOKS

All textbooks are furnished. Students are required to pay for lost or damaged texts or library books. Under existing law, a school district whose real or personal property is damaged or improperly returned by a pupil may withhold the grades, diploma, and transcripts of the pupil until the district is properly compensated. Students with lost or damaged textbooks will be issued another book, but remain financially responsible for all books provided.

TRANSPORTATION

Lakeside School transports most of their students. We begin each year with the intention of transporting your child. The stop you chose at the beginning of the school year will become your child's assigned bus stop. It is imperative that your child ride their assigned bus. However, if you would like to request either a permanent or temporary change to your child's assigned transportation schedule, a parent/guardian needs to submit a signed note for administration review at least two days prior to the requested date of change. The request may be approved or denied by administration based on the number of students already on a bus and behavior concerns on buses and bus stops. If approved, the student will be issued a Bus Pass. If denied, office staff will call and notify the parent/guardian. Transportation requests made by students will not be approved.

No students are allowed to remain at school after 3:30 pm without prior administrative authorization (ex. recreation activities). Any parent/guardian planning to pick-up their child from school must do so prior to the buses departing from school. Any student wanting to remain at school because they are expecting a ride will be directed to ride the bus home. There is no general student supervision after 3:30 pm.

The most recent bus routes will be published on the school website at www.lakesideusd.org and available upon request at the school office.

BUS DRIVER TRAINING

Lakeside School District requires drivers with a high level of competency and skill to insure the safe transportation of your child. In addition, drivers are tested for both drug and alcohol use prior to employment and are subject to periodic random testing through employment.

To help assure safe drivers for the children; in accordance with state law Lakeside School District requires all drivers to attend in-service training sessions to improve their skills. In addition, state law requires each driver to have a valid School Bus Driver Certificate, first aid training, pass a physical examination and obtain traffic and criminal clearances.

BUS EQUIPMENT

To assure use of safe equipment, all school buses are inspected daily by the driver, at scheduled intervals by qualified mechanics and annually by the California Highway Patrol. In case of an emergency all buses are equipped with two-way radios.

BUS RIDING REGULATIONS

All transportation shall be subject to the appropriate provisions and policies of the California Education Code, California Administrative Code and policies of Lakeside School District. Students riding buses are expected to conduct themselves properly, or they may be denied transportation. Title 5 C.C.R. Section 14103 "Pupils transported in a school bus shall be under the authority of and responsible directly to the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway."

BUS RULES

(Please discuss these with your child)

- Sit down at once and remain seated.

- No loud noises, profanity, or obscene gestures.
- No eating or chewing gum.
- No fighting, playing or teasing.
- Keep all body parts inside the bus.
- No writing on/destroying any part of the bus.
- Follow the driver's instructions at all times.
- No throwing objects, in or out of the bus.
- Board and depart the bus at your scheduled stop.
- Never cross the street without being escorted.
- No horseplay at the bus stop.
- No personal articles on the bus without approval.

DISCIPLINE PROCEDURE

At the beginning of the year, bus rules and procedures will be explained to the students. Since the violation of these rules might result in injury to large numbers of students, they must be strictly enforced. Prior to any disciplinary action taken, a student will be verbally reminded of the rules. The bus driver initiates bus referrals. Following are the general disciplinary procedures. However, it is at the discretion of administration as to what step of discipline the student receives depending on the severity of the misconduct:

1st Referral	Written warning
2nd Referral	One day loss of bus transportation
3rd Referral	Five days loss of bus transportation
4th Referral	Ten days loss of bus transportation
5th Referral	Loss of transportation for the remainder of semester
6th Referral	Loss of transportation for the remainder of the year

All referrals require a parent signature and must be returned the following day. If a student neglects to bring back the signed copy of a referral, the next step will be taken. This policy includes all field trips or after school activity trips.

A video camera will be installed and used on our buses on a random basis. When in use, it will survey the activity on the bus. The recorded information may be reviewed, as appropriate, by district and school personnel. Students are not required to ride the bus. Students riding the bus in our district are subject to participate in the random use of the video cameras.

RED LIGHT CROSS INSTRUCTIONS

When students unload and cross the street upon which the bus is stopped, the driver shall escort him/her across the street. After the driver has the bus stopped and secure, the students will exit the bus and stand at the curb or road edge in front of the bus and wait for the driver's instructions. Never cross the street at the rear of the bus. After the driver has the traffic stopped and it is safe for the students to cross, the driver will tell the students to cross the street. The student must cross between the driver and the bus.

COMMUNITY MEMBERS TRANSPORTING STUDENTS

A "school bus" is any motor vehicle while being used for the transportation of any school pupil at or below the 12th grade level to and from a public or private school or to and from public or private school activities, except the following:

- A passenger vehicle designed for and when actually carrying not more than eight (8) persons, including the driver.

- A 9-passenger or 10-passenger station wagon when used for the transportation of not more than eight (8) pupils and the driver.
- A motor vehicle of any type carrying only members of the household of the owner thereof.

Every owner of a motor vehicle is liable and responsible for death and injury to persons or property resulting from a negligent or wrongful act or omission in the operation of the motor vehicle.

VISITORS

All visitors, including governing board members and representatives of county and state school officers must check in at the school office before visiting any school location or employee. All visitors must scan their ID through the Raptor ID system before they are permitted on campus.

VISITS OF CHILDREN

When a student's friend or relative comes to visit you from out of town, please do not send them to school to visit. These children will be sent home. Liability limits do not allow us to accommodate any student visitors.

WORK PERMITS

Work permits are issued in the office only to those students in attendance at Lakeside. A work permit is not needed for a paper route or if you are working for parents or relatives. Inquire at the office.

STUDENT SEXUAL HARASSMENT

Students in 4th through 12th grades may be suspended or expelled for sexual harassment. A copy of the district's Board Policy 5145.7 follows: The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. [E.C. 212.5; 230; 48900.2] Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the principal or designee at his/her school. If the principal or designee does not promptly remedy a situation involving sexual harassment, a complaint of harassment can be filed in accordance with BP 1312.1 - Complaints Concerning School Personnel. The principal or designee shall determine which procedure is appropriate. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. [E.C. 48980, 48900.2, 212.6]

MEGAN'S LAW

The Sex Offender Identification Line is a telephone service for use by the public and organizations to identify serious sex offenders. This District does not disseminate this information, however anyone at least 18 years of age may call (900) 463-0400. You will need the following information on the person you are checking on: Name and one of the following: address, birth date, Drivers' License or Social Security number. You will be charged a flat rate of \$10 for information on up to two individuals. You may also receive information from your local law enforcement agency or view the Attorney General's Home Page: <http://www.caag.state.ca.us>.

BP 5145.7 (a)

The governing board is committed to maintaining a learning environment that is free of harassment. The Board prohibits unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school. They shall be informed that they should immediately contact the principal or designee if they feel they are being harassed.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5141.41 – Child Abuse Prevention)

(cf. 5145.3 – Nondiscrimination/ Harassment)

(cf. 6142.1 – Family Life/ Sex Education)

Any student who engages in the sexual harassment of anyone in at school or a school-related activity shall be subject to disciplinary action up to and including expulsion.

(cf. 5144.1 – Suspension and Expulsion/ Due Process)

Any employee who engages in or permits or fails to report sexual harassment may be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

(cf. 4118 – Suspension/ Disciplinary Action)

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

(cf. 5141.4 – Child Abuse Reporting Procedures)

Staff shall immediately report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or designee shall determine which procedure is appropriate.

(cf. 1312.1 – Complaints Concerning District Employees)

(cf. 1312.3 – Uniform Complaint Procedures)

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(cf. 4119.23/4219.23/4319.23 Unauthorized Release of Confidential/ Privileged Information)

Legal Reference:

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

EDUCATION CODE

200-240 Prohibition of discrimination on the basis of sex, especially;

212.5 Sexual Harassment

212.6 Sexual Harassment Policy

230 Particular practices prohibited

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

UNITED STATES CODE, TITLE 42

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

2000h-2 et seq. Title IX, 1972 Education Act Amendments

Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028

Doe v. Petaluma City School District (1995) 54 F.3d 1447

Clyde K. v. Puyallup School District #3 (1994) 35 F.3d 1396

Oona R.-S. et al. v. Santa Rosa City Schools et al. (1995) 890 F.Supp. 1452

Patricia H. v. Berkeley Unified School District (1993) 830 F.Supp. 1288

Davis v. Monroe County Board of Education (11th Cir.) 74 F.3d 1186

Kelson v. City of Springfield, Oregon (1985, 9th Cir.) 767 F.2d 651

Policy

LAKESIDE UNION SCHOOL DISTRICT

Adopted: October 8, 1996

Bakersfield, California

CHILD ABUSE REPORTING PROCEDURES AND REQUIREMENTS

Child Abuse Reporting Procedures BP 5141.4(a)

The Governing Board recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designed shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

(cf. 1312.1- Complaints Concerning District Employees

(cf. 5141.41- Child Abuse Prevention Program

The Superintendent or designed shall establish regulations for use by employees in identifying and reporting child abuse.

District employees shall report known or suspected incidences of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. 4112.9- Employee Notifications)

The Superintendent or designed shall provide training in child abuse identification and reporting for all certificated personnel. At the beginning of each school year all staff must complete the mandatory child abuse training.

The Superintendent or designed shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

As part of their training in child abuse identification and reporting, employees shall receive written notice of state child abuse reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637/

(cf. 3514- Environmental Safety)

(cf. 5142-Safety)

(cf. 5145.7- Sexual Harassment)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

PENAL CODE

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

11164-11174.3 Child Abuse and Neglect Reporting Act, especially

11165-11165.15 Definitions relating to child abuse

11166-11170 Reporting known or suspected cases of child abuse

11172 Immunity from liability

11174.3 Interviewing victim at school

WELFARE AND INSTITUTIONS CODE

600-601.2 Referral to school attendance review board; minors habitually disobedient or truant

15630-15637 Dependent adult abuse reporting

Statutes other than code

Chapter 1102, Statutes of 1991, Section 6

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

CHILD ABUSE REPORTING PROCEDURES

DUTY TO REPORT

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual except under circumstances be set forth in Penal Code 11166.

Definitions

- 1. “Child Abuse” includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willful inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person’s care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.

- e. Neglect of a child or abuse in out-of-home care.
- 2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teacher, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

- 3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
- 4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

Reporting Procedures

- 1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

Child Protective Services (CPS)

661-631-6011

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

- 2. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency.

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designed as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the Superintendent.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designed shall inform him/her, before the interview takes place, of the following legal requirements:

Child Abuse Reporting Procedures (continued)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11165.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Superintendent or designed and/or principal shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

When School Employees are Accused of Child Abuse

Regardless of whom child abusers may be the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations and / or collective bargaining agreements. The Superintendent or designed shall seek legal counsel in connection with either the suspension or dismissal of the employee.

(cf. 4117.4-Dismissal)

(cf. 4118- Suspension/Disciplinary Action (Certificated))

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

Students

Child Abuse Reporting Requirements

SB 665 (Ch. 510, Statutes of 1993) amended Penal Code 11166.5 to include fire fighters, animal control officers and humane society officers among those required to report known or suspected instances of child abuse. The following exhibit duplicates Penal Code 11166.5 as amended.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, fire fighter, animal control officer, or humane society officer, employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

“Child care custodian” includes teachers; an instructional aide, a teacher’s aide, or a teacher’s assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; administrators and employees of public or private youth centers, youth recreation programs and youth organizations; administrators and employees of public or private organizations whose duties require direct contact and supervision of children and who have been trained in the duties imposed by this article; licensees, administrators and employees of licensed community care or child day care facilities; head start teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; social workers, probation officers or parole officers; employees of a school district police or security department; any person who is an administrator or a presenter of, or a counselor in, a child abuse prevention program in any public or private school; a district attorney investigator, inspector, or family support officer unless the investigator, inspector or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor; or a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of this code, who is not otherwise described in this section.

“Health practitioner: includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, intern, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; marriage, family and child counselors; emergency medical technicians I or II, paramedics, or other persons certificated pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; psychological assistants registered pursuant to Section 2913 of the Business and Professions Code; marriage, family and child counselor trainees as defined in subdivision © of Section 4980.03 of the Business and Professions code; unlicensed marriage, family and child counselor interns registered under Section 4980.44 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

“Child visitation monitor” means any person as defined in Section 11165.15. I have been informed of the above law and will comply with its provisions.

(Type employee’s name below line, requiring signature above)

Child Abuse Reporting Requirements (continued)

This statement is a permanent record of the district. The cost of printing, distribution, and filing of these statements is borne by the district.

This subdivision is not applicable to persons employed by child protective agencies, public or private youth centers, youth recreation programs and youth organizations as members of the support staff or maintenance staff and who do not work with, observe, or have knowledge of children as part of their official duties.

Model Youth Suicide Prevention Policy

Introduction

California *Education Code* (EC) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Lakeside Union School District Youth Suicide Prevention Policy

The Governing Board of Lakeside Union School District recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee Ty Bryson shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee Ty Bryson shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee Ty Bryson shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district’s suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Lakeside Union School District along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Lakeside Union School District along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;

- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Lakeside Union School District and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with

suicidal thinking typically requires mental health resources beyond what schools are able to provide.

- **Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Lakeside Union School District.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

D. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Lakeside Union School District suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Lakeside Union School District Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at

risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

E. Student Participation and Education

The Lakeside Union School District along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Lakeside Union School District will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Lakeside Union School District staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

Each school within the Lakeside Union School District shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Students should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Lakeside Union School District property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers' steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Suicide Prevention Liaisons for the Lakeside Union School District shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;

- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>

- [Help & Hope for Survivors of Suicide Loss](http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss) is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.
 - (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
 - (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
 - (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

Note: **This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:**

Component 3 Goals

The degree to which the principal, staff, students, parents, and, when appropriate, representatives from law enforcement agencies and the community are able to interact and participate in the decision-making processes of the school will have a fundamental effect on the school's safety. Table 3 is a summary of the goals for component 3.

Table 3

Safe School Subcomponent	Planning Goal
Leadership	<p>The principal will provide strong leadership and a vision for the school achievement, establish a positive style and tone, and set the direction for the school.</p> <p>The principal will facilitate shared decision making, involving the certificated and non-certificated staff, students, parents and community members particularly those members representing law enforcement and social service agencies.</p> <p>The principal will emphasize the importance of staff attitudes toward and treatment of students and parents; the principal will model and expect the staff to demonstrate responsiveness, respect, consideration, and sensitivity.</p> <p>The principal will be readily available to all members of the school community and will be highly visible on the campus and in the classrooms.</p> <p>The principal will be actively involved in curricular matters and in establishing teams.</p>
School-site management	<p>Students, parents, certificated and classified staff and, where appropriate, representatives from the community, law enforcement agencies, and businesses will participate in goal-setting decision making at the school level.</p> <p>A plan for the support of students, parents, and staff will be developed in a collaborative manner with representatives from law enforcement agencies, the community, and health professions.</p> <p>Services will be available to meet the needs of students and families.</p>
Classroom organization and structure	<p>Classroom conditions will provide an orderly learning environment, enhance the experience of learning, and promote positive interactions among students and staff.</p> <p>Learning styles of students will be routinely assessed, and appropriate instructional strategies will be used to accommodate the varying styles that students bring to the classroom.</p> <p>Students will be encouraged to work together on academic tasks through cooperative learning.</p> <p>Building positive relationships will be a school wide theme.</p>

	Curricula will be designed to meet the diverse learning styles of students.
Discipline and consequences	<p>Consequences for violating behavioral and academic expectations will be fair and will be disseminated to and understood by students and staff.</p> <p>Staff members will respond fairly and consistently to violations, including disciplinary issues and criminal infractions.</p> <p>Policies and procedures will be established for reporting all criminal behavior on the School campus to the appropriate law enforcement agency.</p> <p>Disciplinary practices will be developed with the active participation of all certificated and non-certificated staff; will involve students in problem-solving situations; and will focus on the cause of the problems, not the symptoms.</p> <p>Discipline will be a developmental process aimed at changes in behavior and attitude and will not be merely a punitive reaction.</p>
Participation and involvement	<p>Partnerships will be purposely facilitated; students, parents, teachers, and community members will be involved in curriculum planning, training workshops, and other safe school planning and activities.</p> <p>Police and fire representatives will participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to school security and safety crises.</p> <p>A multidisciplinary approach will be encouraged; community support agencies such as mental health, child protective services, and juvenile probation, will take an active part in school matters.</p> <p>Parents will be involved in decision-making and policy formation; the home-school relationship will be positive.</p> <p>Students, staff, and parents will have a strong sense that what happens to the school is “my” concern.</p>

Component 4 Cultural Environment

The District's Culture

There is a high level of cohesiveness among the districts' staff members. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the principal or other personnel.

The academic expectations of the staff are high. Parents and students feel that these expectations are clear and age-appropriate for all students. The academic and behavioral efforts of students are recognized and rewarded. Cultural diversity is celebrated throughout the year by Black History Month, Cinco de Mayo, etc.

To promote a positive social environment, the District "Sunshine Committee" is a very active organization.

Safety Action Plan

- Review of the Safety Plan by the Fire Department and Law Enforcement.
Persons responsible: Administration
- Staff In-service on Emergency Job Descriptions.
Persons responsible: Administration and Staff at Lakeside and Suburu Schools
- Determine supplies necessary (prioritize) and then seek donation of supplies.
Persons responsible: Administration and Safety Committee
- Arrival and Dismissal Procedures – educating parents in proper procedures.
Persons responsible: Administration and Staff at Lakeside and Suburu Schools
- Safety Training for students.
Persons responsible: Administration and MOT staff

Component 4 Goals, Bullying Recognition and Prevention.

Focusing on the district's culture by developing a greater sense of affiliation and community among staff and students will help positively affect behavioral norms, such as the code of silence that inhibits students from alerting authorities to potentially dangerous situations on campus. In positive schools community members accept the established behavioral and academic expectations and goals. In addition the curriculum meets the needs of students with differing learning styles. Table 4 is a summary of the goals for component 4.

Table 4

Safe School Subcomponent	Planning Goal
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Affiliation and bonding	<p>Students and staff will feel physically and psychologically secure from physical and verbal attacks.</p> <p>Students, parents, and staff will work together to ensure that strategies are in place to build a sense of community within the school so that all can feel pride in their school and feel that they are important members of a team.</p> <p>The school provides student support teams. Positive Behavior and Intervention Program, and a reflective disciplinary program. A document tracking program for anonymous reporting and bullying incidents on the Document Tracking Services at www.doctracking.com located on the schools' website for the community as well as student reporting.</p> <p>The dignity and heritage of each person will be affirmed and respected.</p> <p>Strategies will be implemented to break the code of silence among students and enable students to take ownership of plans for the safety of all by reporting weapons on campus or other threats to the health and welfare of all persons at school.</p> <p>Students and staff will be concerned about what happens to each other.</p> <p>Students and staff will accept ownership of conditions and events that happen at school.</p> <p>Students and staff will work together with a minimum of favoritism.</p>
Behavioral expectations	<p>Expectations will be clearly stated and known to everyone.</p> <p>Adults will model respectful, positive behaviors when dealing with students.</p> <p>The entire school community will participate in developing behavioral expectations.</p> <p>Positive Behavior and Intervention Support (PBIS) is the schools' action plan. The school will model high moral standards, send positive messages to students, and show that the school and community expect the best effort and performance from everyone.</p>
Academic expectations	<p>Learning and productivity will be valued, and success will be expected of everyone.</p> <p>Clear and positive academic expectations will be communicated to decrease the anxiety that occurs when academic standards are vague.</p> <p>Students and staff will want and expect class time to be used efficiently.</p>
Support and recognition	<p>Constructive, positive behavior will be given appropriate recognition.</p>

	<p>Positive behavior will be rewarded frequently and publicly when appropriate; rewards will be varied and personal.</p> <p>Students and staff will feel appreciated and will receive consistent feedback to reinforce those feelings and behaviors.</p>
Bullying, Cyberbullying, Recognition and Prevention	<ol style="list-style-type: none"> 1. Bullying Assemblies for K-5 students each year. Lakeside with the Kern County Sheriff's Department. 2. Internet Safety training for teens, assembly with Kern County Sheriff's Department. 3. Passport Days: (Suburu: R.O.A.R Team) Given by the Principal, Vice Principal, or assigned staff member for student expectations for a positive school climate. 4. PBIS meetings monthly to discuss the school's action plans. 5. Suicide Prevention Plan and procedures. Adaptation of counseling services on site and from off sight intervention to also meet the needs of bullying. 6. Reporting Documentation for anonymous reporting of bullying. <ol style="list-style-type: none"> a. Document Tracking System on each schools' web page b. Anonymous reporting to our school office, called incident reporting forms. c. StopIt app for anonymous real time reporting through Apple, or Google Play. 7. Bully Prevention Staff Training completed online with SISC, and turned in by September 30. 9. Counseling of victims, and identified bullies. 10. Aeries and Kern Integrated Data System for a monthly review of disciplinary concerns to address issues of behavioral problems, locations, or high intensity reoccurring problems.
Cyberbullying and, Bullying Protocol	Please refer to disciplinary actions.

EMERGENCY COMMUNICATIONS AND READINESS PLAN

Tactical Response, and Readiness Plan

Assessment

1. Lakeside consults with Fire Department and Law Enforcement First Aid Responders on an annual basis.
2. Lakeside shares the emergency plan with first responder agencies.
3. Lakeside shares by public notification with Law Enforcement on violent crimes.
4. Tactical response includes assessment of school crime including reviewing the Emergency Planning Rubric for Schools by Safer Schools Coalition of Kern.
5. Staff representatives attend the Safer Schools Coalition of Kern.
6. Staff is trained annually on Standard Response Protocol.

Prevention

1. Prevention- Staff Badges
2. Mitigation- Electronic Check in at front desk.
3. Preparedness- Trained staff to be aware of people and events around them. Trained students to be aware of unfamiliar people through passport days.
4. Response- Call 911, 9200-00 All Call
4. Recovery- Please review suicide prevention recovery
5. Training of Students and Staff- Standard Response Protocol, with a trained professional annually.

I. Standard Response Protocol

Lakeside School District Uses the Standard Response Protocol (SRP), a system of five key actions: Hold, Secure, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and corresponding directive is called. The SRP's four actions are as follows:

Standard Response Protocol (SRP)

1. Hold: This protocol is used when the hallways need to be kept clear of people.
2. Secure: Get Inside. Lock Outside Doors.

Secure: Protocol is implemented when there is a potential threat or hazard outside of the school buildings or grounds. It requires increased situational awareness, but allows the educational process to continue with little classroom interruption.

Examples: Suspicious person, criminal/dangerous activity in neighborhood surrounding campus, Animal on campus.

3. Lockdown! Locks, Lights, Out of Sight

The Lockdown! Protocol is implemented when there is an active or immediate threat in the schools building(s) or on school grounds. This protocol requires locking classroom doors, turning off lights, remaining silent and out of sight.

Examples: Life safety threat on or near campus like a hostile person, gunfire or direct threat.

4. Evacuate! To A Location

To Evacuate! Protocol is called to move students and staff from one location to another.

Examples: Fire or Bomb threat. When conditions outside buildings or off campus are safer than inside or on campus.

5. Shelter! To a Location

The Shelter! Protocol is called when the need for personal safety is necessary.

Examples: Earthquake, flood, or hazmat.

II. RUN, HIDE, FIGHT

Lakeside utilizing the U.S. Department of Homeland Security's Run, Hide, Fight model in response to an active assailant.

RUN: Evacuate if Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.

- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible
- Call 911 when it is safe to do so.

Lakeside School

I. ADMINISTRATIVE ACTION

Emergency Information

First Responders Guide

1. All Call to staff
2. 911 call to Police and Allied Agencies
3. Initiate telephone tree communication
4. Notify police of the crisis Response Binders (maps, intercoms, etc.)

School Site Contacts	Telephone Numbers
District Office	836-6658
Lakeside School Office	831-3503
Lakeside School Fax	831-7709
MOT	831 -3503
Transportation	836-9600
School Personnel	Cell Phone Numbers
Ty, Bryson, Superintendent	889-1789
Kristin Angelo, Principal	619-5391
Joaquin Elcano, Dir. Support Services	343-3485
Craig Bailey, Vice Principal	343-3321
Emergency Response	Telephone Numbers
Sheriff Department (Lakeside area)	861-3110
Police Department (Suburu area)	327-7111
County Fire Department (Lakeside area)	324-6551
City Fire Department (Suburu area)	861-2521
Ambulance	327-4111
Mercy Hospital Emergency Room	327-3371

II. TWO –WAY COMMUNICATION (IF TELEPHONE CONTACT CANNOT BE MADE)

- a. Contact the District Superintendent or law enforcement agency in an extreme emergency when immediate telephone contact cannot be made.

Prepare statement for transmittal in the following way:

1. Name of person or agency you are calling
2. Principal's Name: Mike McGrath
3. School's Name: Lakeside School
4. School Address: 14535 Old River Road
5. Phone number immediately available for response.

- b. Call the nearest 2-way radio site. If the number cannot be reached, call another site if available.
- c. Identify yourself and indicate the need to transmit an emergency message.
- d. Read your statement as prepared in step 1 above.
- e. Remain on the phone/radio until you receive the following verification:
 - i. Message repeated as given by you.
 - ii. Confirmation that message has been transmitted.

III. TELEPHONE TREE COMMUNICATIONS

- A telephone tree communication for the school district can be initiated at any level. This system is designed to provide for the flow of information either up or down the tree.
 - i. **District** Superintendent or designee.
 - ii. Site Administrator
 - iii. Lead teachers
1. The point of contact for the site administrators.
 2. Responsible for transferring information to and from the site administrator and teachers in their group.
 - a. See group assignments below.
 3. Responsible for staff and student accountability for their group.

Lead Teachers and Group Assignments

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
Aronson	Moore-North	S. Rodriguez	Thom/Surg-South	Gil	Glossbrenner-South 2	Greer	J.Rodrigues
Galland	D. Jones	J. Rendon	Luna	McKinney	Mason	Romo	Aguirre
Avila	A.Garcia	Comfort	Ayotte	Hernandez	Hubbell	Maxwell	Oliver
Walton	Muir	Andreotti	K. Gonzales	Fannuchi	Castaneda	D.Hernandez	Brow
M. Valencia	Shelton	Frederick	Miller	Forster	L.Doser		Elcano
E. Travis	C. Lomeli	C. Rodriguez	Criswell				Saxon
M. Oliver	L. Bogner	T. Williams	A.Rodriguez				J Bonillo
C. Gonzales	Kim Brown						B Saavedra
M. Castel		Team 10	Team 10				
K. Mello	Team 9	Mayra	A.Ramirez				
	H.Sarti	Cesar	Sandra				
	C. Hernandez	Janet					
	Morones	Berenice					
	Kadel	Lisette					

Procedures for Fire Drills and Emergency Drills

1. Wording has been changed in our Crisis Response Emergency Plan
 - a. Buddy teacher has been changed to “Supervising Teacher, or Staff Member.”
2. All Search and Rescue Teams now have one specific person supervising their classroom. Search and Rescue Teams will not disperse until that person is supervising their class. Give them the roll sheet.
3. All Fire Drills are going to have the “Supervising Teacher, or Staff member present before that class may clear their classroom as “all present.” All teachers and all staff please review the Emergency Preparedness Drill with your “Supervising Teacher, or Staff Member so the drill is efficient, and no one is waiting on a team for the “All Clear.” Make sure you discuss with one another where you line up for the Fire Drill, and the Emergency Preparedness Drill.
4. If we have a “Fire Drill” in the middle of someone’s break, or lunch they are still required to perform their duties and be where they are required to supervise.
5. If we have a fire drill during 4th or 5th period lunchtime all 6-8th grade classes, or students will walk out to the baseball diamond area and line up according to their homeroom class at the designated area on the chain-link fence. All K-5th graders will always line up at their regular area. All staff having lunch, or breaks will need to participate and head to the appropriate area.

Lakeside School Supervising Teacher, or Staff Member

1. Students exit the building and line-up in the assigned area in ABC order silently.
2. Take roll once students are lined-up outside in their assigned area in ABC order. Fill out the Student Accountability Form and give it to your assigned supervising staff member. The supervising staff member will have the form ready for either the North (Mrs. Moore), or South Team leaders (Glossbrenner, Thompson/Surgener). Have the accountability form ready to hand to the Team Leader you are assigned to. Once the team leader checks your class off the supervising staff member will escort the class to the baseball diamond assembly area. Once the class arrives at the Baseball Diamond Area students will line up at their homeroom number in ABC order.
3. Prior to leaving the room, put placards on the door and have a student take a disaster container and sign with them to the assigned Student Assembly Area. If you are not on Search and Rescue, take roll and report to your Team Leader when they are ready for you. Walk your class to the baseball diamond area and have students line up according to their homeroom number. Students are to remain silent throughout this process.
4. At the Student Assembly Area, students are to stay in ABC order throughout the duration of the exercise so we may locate students efficiently. Have them sit or take a knee and remain silent.
5. Take a roll for your homeroom class once in the Assembly area to confirm who is present.
6. North Side and South Side Assembly Leaders will dismiss classes to the Baseball Diamond Area after reviewing Student Accountability Form(s) and reporting to the Command Post. North Side is Mrs. Moore, South Side is Mrs. Thompson/Mrs. Surgener, and Mrs. Glossbrenner.
7. Each class is to be identified by the sign on the chain link fence with their class number on it.
8. When in the assembly area the supervising staff lines up and supervises the homeroom teacher they are taking the place of, the remaining students will separate to their homeroom location. Teachers of pull-out programs will escort their students to their regular class.

9. Closely monitor and be responsible for your class's behavior. When walking students enforce quiet straight lines. Issue Disciplinary Referrals if students choose to disobey you in any way.

**Lakeside School, Crisis Response Assignments
2022 - 2023**

Function	Employee	First Duties
Incident Commander/PIO/ Command Post/Operations Chief/ Planning/Intelligence	Kristin Angelo Assistant: Craig Bailey Jennifer Rodrigues –To be assigned according to the incident.	<ol style="list-style-type: none"> 1. Roll out Emergency Container 2. Report to Command Post 3. Brief staff on situation 4. Deploy staff to positions
Perimeter Security/Facilitator Logistics Chief /Supplies /Facilities	Berenice Ortega Assistants: All MOT	<ol style="list-style-type: none"> 1. Secure all gates and entrances to school and remain there until Commander states otherwise 2. Field emergency vehicles 3. Distribute supplies as needed 4. Take out all signs and set them up at proper locations 5. Place the cones out at the baseball diamond for classes to line up.
Finance/Administration Chief	Leader: Emma Brow	<ol style="list-style-type: none"> 1. Report to Command Post 2. Set-up work space 3. Turn radios to Channel #3 4. Student Assembly Area will notify you of missing students 5. Brief Incident Commander of students that are unaccounted for 6. Record information that relates to incident purchasing
Student Request/ Student Release/Reunification Gate	Leader: Wendy Oliver Assistant:	<ol style="list-style-type: none"> 1. Report to Command Post for briefing 2. Obtain Student Emergency Cards at Command Post 3. Turn radio to Channel #3 to communicate with Student Assembly Area leaders 4. Set-up work station by gate 5. Students are not released at the reunification gate until all students are accounted for.

Medical Team ☆ Triage ☆ First Aid	Leader: Health Tech: Claudia Hernandez Staff Nurse: Heather Sarti Assistants: Melissa Kadel, Victor Marones	<ol style="list-style-type: none"> 1. Take roll then give roll to your Buddy Teacher 2. Take Emergency Boxes to First Aid Area 3. Turn radio to Channel #3 and respond to Search & Rescue medical needs 4. Notify Command Post of serious situations 5. Spread out tarps 6. Administer First Aid as needed
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<u>Staff in Charge of Students</u>	<u>Location</u>
<u>Team 1</u> Team 1 walks students to the student body area # 1 and takes roll. Aronson and Galland bring their students to the student body area take a roll call. Martha Valencia supervises Mrs. Galland students, and Estelle Travis supervises Mrs. Aronson's students. Once roll is taken by Team Leader North (Mrs. Moore) the supervising teacher or staff member walks the students to the dirt road and head to the baseball diamonds and line up in front of their cone, or perpendicular to the fence where their room number is located. Search and Rescue remain with injured, and, or escort them to triage. Once completed they go to their homeroom class and supervise.	See Map for Evacuation Plan Number Aronson- Search and Rescue Galland- Search and Rescue Walton- In charge of class Melissa Oliver- Supervises Walton Class Avila- In charge of own class Martha- Supervises Galland's Estelle- Supervises Aronson's C. Gonzalez- Supervise class M. Castel- Supervise Class K. Mello- Supervise Class J. Salazar- Supervise Class
<u>Team 2</u> Team 2 walks students to the student body area # 1 and takes a roll call. Shelton supervises Mrs. Moore's class. Kim Brown supervises Mrs. Muir's class. Mrs. Jones supervises all Learning Center class and Mrs. Garcia's class. Once roll is taken by Team Leader North (Mrs. Moore) the supervising teacher, or staff member walks students to the dirt road and head to the baseball diamond and line up in front of their home room cone or perpendicular to the fence where their home room number is located in a single file line in alphabetical order. Search and Rescue remain with injured, or escort them to triage.	See Map for Evacuation Plan Number Moore- Team Leader North Muir- Search and Rescue Jones - Search and Rescue Shelton- Supervises Moore's Kim Brown- Supervises Muir's Garcia-Supervises all Special Ed students in room 122 and 124. K. Bogner- Supervise students she has or lets them go to their homeroom if safe. Helps with supervision of students and makes sure transition to baseball diamond goes smoothly.

<p>Once completed they go to their class and supervise at the baseball diamond area.</p>	
<p><u>Team 3</u></p> <p>Team 3 walks students to the student body area # 1 and takes roll. Candi Rodriguez supervises J. Rendon's class. Comfort supervises Andreotti's class and her own class. Once roll is taken by Team Leader North (Mrs. Moore) the Supervising Teacher or Staff member walks students to dirt road and head to the baseball diamond and line up perpendicular to the fence where their home room number is located, or in front of their home room cone in alphabetic order in a single file line. Search and Rescue remain with injured, or escort them to triage. Once completed they go to their class and supervise.</p>	<p>See Map for Evacuation Plan Number</p> <p>J. Rendon- Search and Rescue</p> <p>Andreotti- Search and Rescue</p> <p>S. Rodriguez- Supervises own class</p> <p>Comfort- Supervises Andreotti's class and her own.</p> <p>Frederick- Supervises own class</p> <p>C. Rodriguez- Supervises Rendon.</p> <p>T. Williams- Supervises Andreotti's Class</p>
<p><u>Team 4</u></p> <p>Teams 4 walks out to the student body area # 2 and takes roll, and accounts for students. Delmy Jones supervises K. Gonzales Class, and Criswell supervises Ayottes class. Once roll is taken by Team Leader South (Thomp/Surg.) the supervising teacher or staff member walks students to the baseball diamond and line up in front of the fence perpendicular to their home room number on the fence or in front of their home room cone in alphabetic order in a single file line. Search and Rescue remain with injured, or escort them to triage. Once completed they go to their home room class and supervise.</p>	<p>See Map for Evacuation Plan Number</p> <p>Thomp/Surgener- Team Leader South #1</p> <p>Ayotte- Search and Rescue</p> <p>K. Gonzales- Search and Rescue</p> <p>G. Miller- Supervises K. Gonzalez Class</p> <p>Criswell- Supervises Ayottes Class</p> <p>Gonzales - Supervises own Class and Surg. /Thom's class.</p> <p>Luna supervises her own class.</p> <p>Anabella Rodriguez supervises her own class.</p>
<p><u>Team 5</u></p> <p>Team 5 walks out to the student body area # 2 and takes roll, and accounts for students. Gill Supervises her own class and Hernandez's class. Fannuchi supervises Forster's class and her own. Once roll is taken by Team Leader South (Mrs. Glossbrenner) the Buddy teacher and aides walk students to the baseball diamond area and line up perpendicular in front of their home room number on the chain link fence, or in front of their home room cone in alphabetic order in a single file line. Search and Rescue remain with injured, and, or escort them to triage. Once</p>	<p>See Map for Evacuation Plan Number</p> <p>Forster- Search and Rescue</p> <p>Hernandez- Search and Rescue</p> <p>Fanucchi – Supervises Forster's and own class.</p> <p>Gill- supervises Hernandez's class and her own class</p> <p>McKinney supervises her own class.</p> <p>Hagelstein- supervises Forster's Class</p>

completed they go to their homeroom class and supervise.	
<p><u>Team 6</u></p> <p>Team 6 walks out to the student body area # 2 and takes roll, and account for students. Mrs. Casteneda supervises for Mrs. Mason's class. L. Doser supervises for Hubbell's and Glossbrenner's class. Once roll is taken by Team Leader South #2 (Mrs. Glossbrenner) the Supervising teacher or staff member walks students to the baseball diamond and line up in front of their homeroom number, or cone in alphabetic order in a single file line. Search and Rescue remain with injured, or escort them to triage. Once completed they go to their home room class and supervise.</p>	<p>See Map for Evacuation Plan Number</p> <p>Glossbrenner- Team Leader South #2 Mason- Search and Rescue Hubbell, - Search and Rescue Casteneda- Supervises for Mason's class Doser- Supervises for Hubbell's class and Glossbrenner's class.</p>
<p><u>Team 7</u></p> <p>Team 7 walks students out to student body area # 2 and takes roll, and accounts for students. D Hernandez supervises Romo's class, and Mr. Maxwell supervises Mrs. Greer's class, and his own. Once roll is taken by Team Leader South #2(Ms. Frank) the Supervising teacher or staff member walks students to the baseball diamond in a single file line and line up at their home room cone in alphabetic order in a single file line. Search and Rescue remain with injured, and, or escort them to triage. Once completed they go to their home room class and supervise.</p>	<p>See Map for Evacuation Plan Number</p> <p>Greer- Search and Rescue Romo- Search and Rescue Maxwell Supervises Greer's class and his own class. D Hernandez- supervises Romo's class</p>
<p><u>Team 8</u></p> <p>Emma Brow – Sweeps workroom, health room, & Sp. Ed. Offices and Report to Command Post Wendy Oliver – Sweeps & locks all office doors, and supervises Release Gate. Aguirre Reports to Command Post</p>	<p>See Map for Evacuation Plan Number</p> <p>Jennifer Rodrigues Margee Aguirre Wendy Oliver Emma Brow Joaquin Elcano Brandy Saxon</p>
<p><u>Team 9</u></p> <p>Sarti, C. Hernandez, Kadel, Marones, Savedra.</p>	<p>Triage Sarti, Hernandez, Marones, Savedra, Kadel</p>

Search and Rescue Team

☆ Team members

**Teams 1-3
have your
radios turned
to Channel 2.**

**Teams 4-5
have your
radios turned
to Channel 3**

**Teams 6-7
have your
radios turned
to Channel 3**

**Team 8 and Emma
Brow communicate
students at triage.
Channel 1**

**Leader: Jennifer Rodrigues –Radio to
channel #2**
**Assistant: Margee Aguirre-Radio to
channel #3**
**Assistant: Emma Brow-Radio to
channel #1**

Team 1

Crystal Aronson
Julie Galland
Rooms: 201, 202, 203, 204, and Band
Room.

Team 2

Garcia
Pepper Muir
Rooms: 114, 116, 118, lower restrooms,
120,122, and 124.

Team 3

Johanna Rendon
Joseph Andreotti
Rooms: 104, 106, 108, 110, & 112.

Team 4

Kim Gonzalez
Nancy Ayotte
Rooms: 501, 502, 901, 902, 903, 904, 905,
and portable restrooms.

Team 5

Forster
Hernandez
Rooms: 111, 113, 115, 117, 119, 121, 123

Team 6

Mason
Madison Hubbell
Rooms: 101, 103, upper restrooms,
teacher restrooms, 107, 109.

Team 7

Brooke Greer
Greg Romo
Rooms: Gymnasium, Boys and Girls
Locker Rooms, 303, Lounge, Library.

Team 8

Emma Brow – Sweeps workroom, health
room, & Sp. Ed. Offices to command
post. Channel #3

1. Students exit building through outside doors if safe (not hallway doors unless outside exiting doors are unsafe) and line-up in ABC order outside of room silently
2. Take disaster container, put place card on door, put on hard hat and safety vest, and Teams 1-3 turn on radio to Channel #2. Teams 4-7 turn to Channel #3
3. Take a roll and give Student Accountability form to your buddy teacher and relinquish your students to them. (You **do not** escort your students to the assembly area; your Supervising Teacher, or aide does that.)
4. Meet partner at farthest room from assembly area.
5. Start Search
6. Radio the Search and Rescue Leader immediately to report any problems and report "All Clear" when finished with entire search
7. Search and Rescue Leader will notify you if more services are needed

	<p>Jennifer Rodrigues – Sweeps Cafeteria and reports to Command Post. Turns radio to channel #2.</p> <p>Wendy Oliver- Sweeps & locks all office doors and goes to the reunification gate.</p> <p>Margee Aguirre- Sweeps Cafeteria and reports to Command Post. Turns radio to channel # 3</p> <p>Saxon Reports students to Emma on #1</p>	
Student Assembly Area	<p>A. Leader: North Laura Moore Channel 2</p> <p>B. Leader: South (1) Surgener/Thompson Channel 3</p> <p>C. Leader: South (2) Glossbrenner- Channel 3</p> <p>D. <u>Team 9</u> reports to the Northwest corner of Gymnasium and has radio turned to channel #1 and reports all students that show up to Emma Brow. Emma reports students at triage to Jennifer and Margee.</p>	<ol style="list-style-type: none"> 1. Turn Radio to the assigned channel. 2. Collect each group's attendance and notify the Command Post of any students unaccounted for 3. Students are to remain in class groups 4. Students are to remain silent and sit or take a knee 5. Send students to First Aid as needed 6. Student Reunification staff will contact you to request students 7. Arrange sibling reunions with lower grade 8. In a real event, students may talk quietly only when the Student Assembly Area Leader/Assistant gives the O.K., and that would be after all students have been accounted for, emergency personnel have been notified and are on scene, and students are waiting for parent pick-up
Student Care/Sanitation	Leader: M.O.T.- Team 10	<ol style="list-style-type: none"> 1. Get Cones Placed for classrooms 2. Get Sanitation set-up

MOT to Do for Disaster Drill

- Put vest on
- Alex Ramirez calls M&S Security (661) 397-9616
- Alex Ramirez calls Kern County Fire Dept. 861-2521 or Old River 831-3467
- Bailey calls drill on loud speaker 9200 Pause # 00
- Wait one minute then sound earthquake evacuation. 9200 Pause # 13

- Cesar

- o Check gas & electric
- o Sweep Auditorium for students and personal.
- o Report to Command Post on Radio Channel # 5 to help with additional Search and Rescue if needed.
- o Help with traffic control

-Rebecca, Elizabeth, – Put out signs

- o Parent Release Gate
- o Command Post
- o Media Center
- o Student Assembly
- o First Aid
- o Supplies Container
- o Help with traffic control

-Berenice -

- o Lock all gates at bus barn, shop and north yard
- o Report to Command Post by radio channel #5
- o Station at supply container
- o Get out toilets
- o Get out supplies as needed

--Lisette

- o Lock gate by library, the one by the pool, and the D.O. Gate
- o Report to Mrs. Oliver at D.O to exit students.

- **Janet,** – Traffic flow (parents) at parking lots from auditorium to pool parking lot. Direct the emergency vehicles down Shafter Road and through the bus barn area.

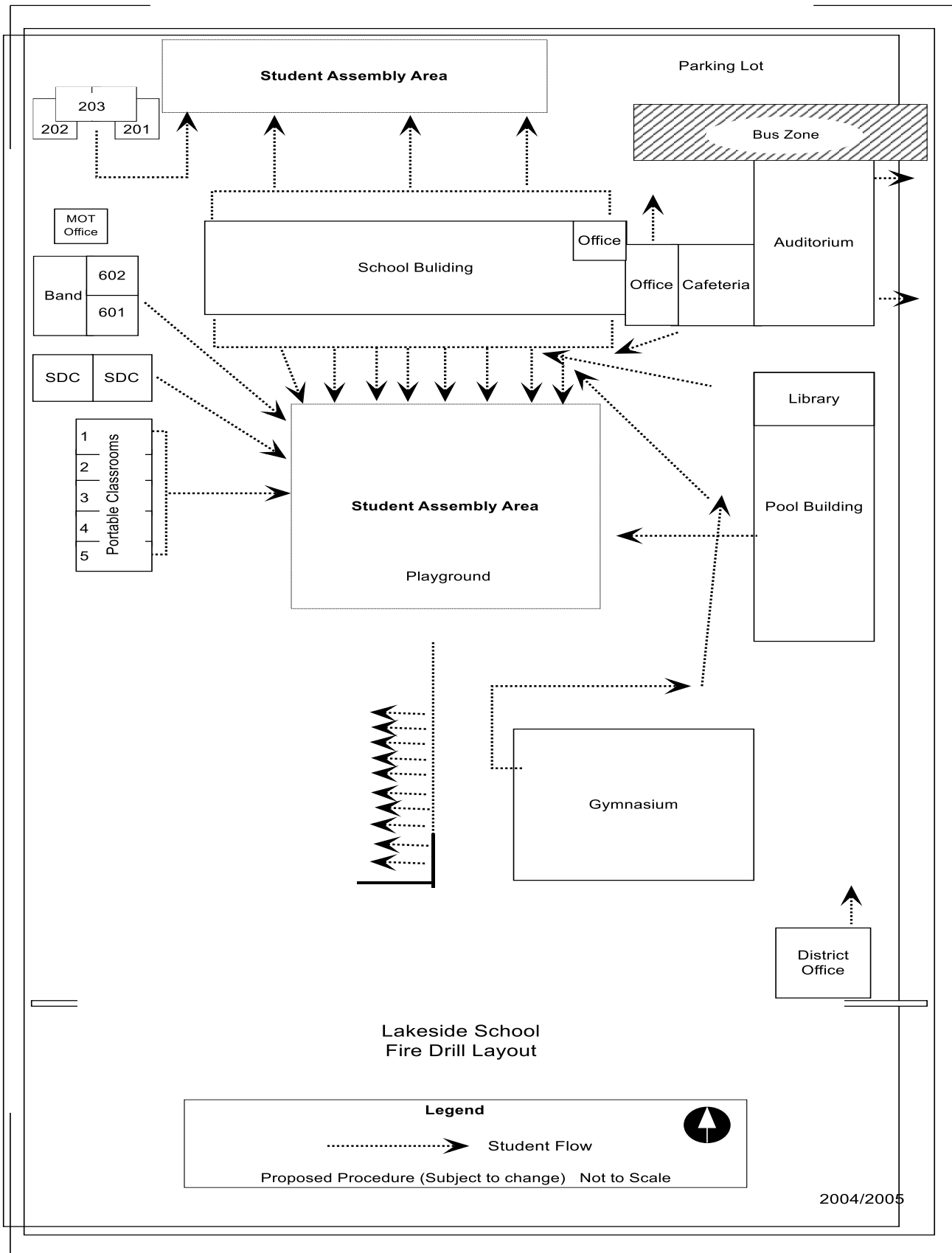
-Sandra –

- o Station at side of Old River Road and Shafter in front of school to direct people and emergency vehicles if needed. Emergency vehicles down Shafter. Parent Pick Up goes to the District Office Area.
- o Stay tuned to Channel 5

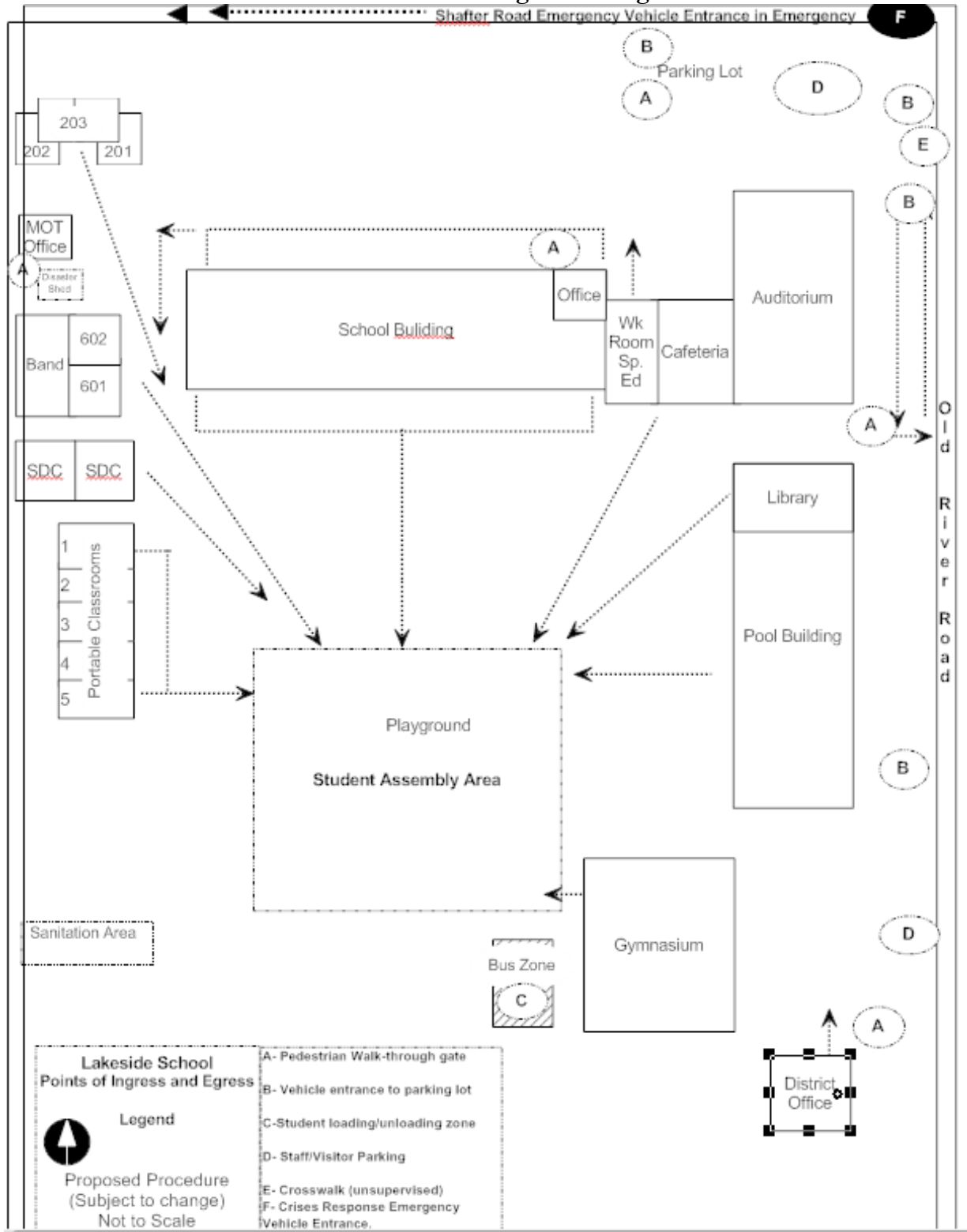
After completion of drill

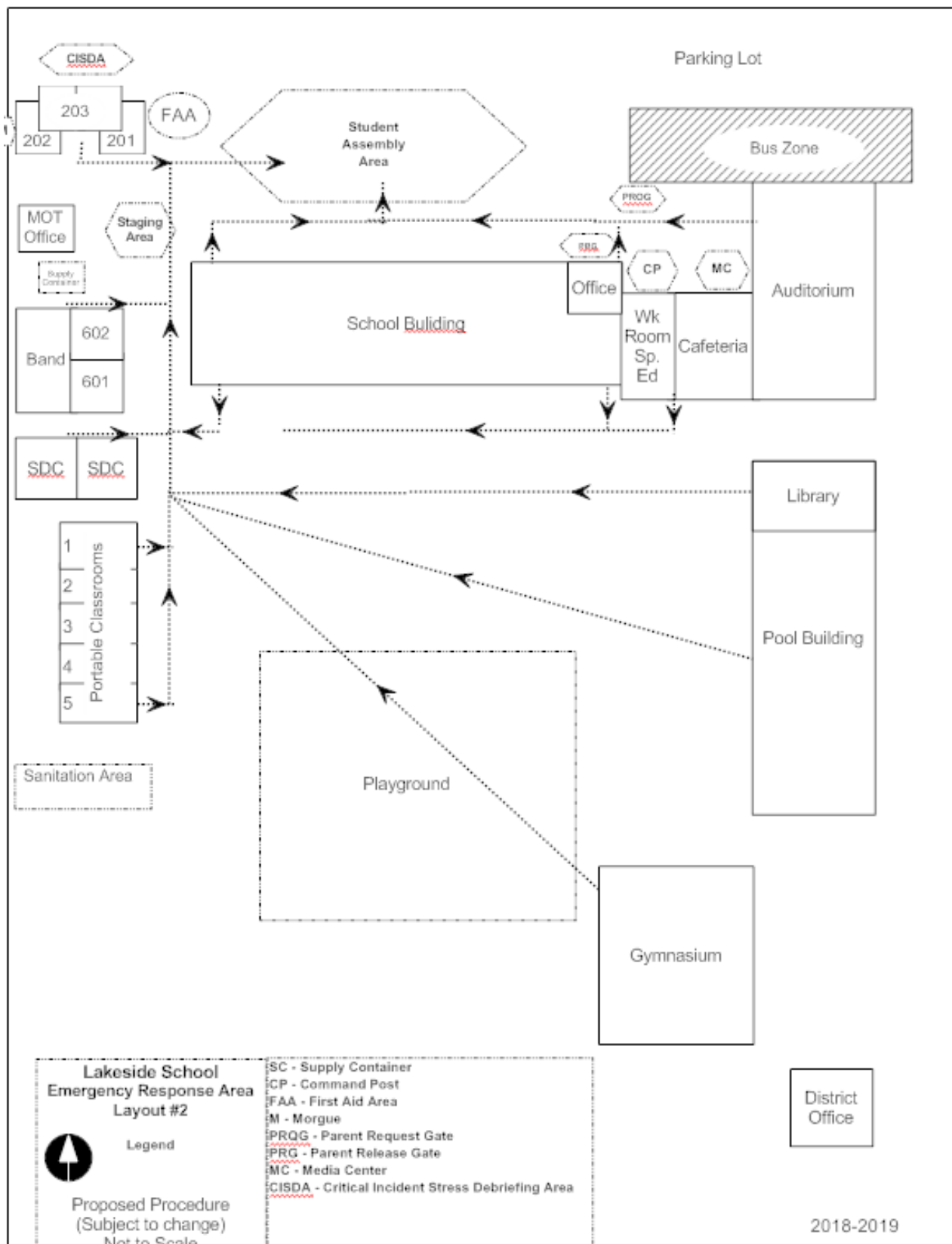
- Bailey or Angelo makes all call (7 # 00 old phone systems) **9200 pause #00**
- Alex Ramirez calls M&S Security 397-9616
- Alex Ramirez calls Fire Dept. 861-2521

LAKESIDE SCHOOL CRISIS RESPONSE LAYOUT



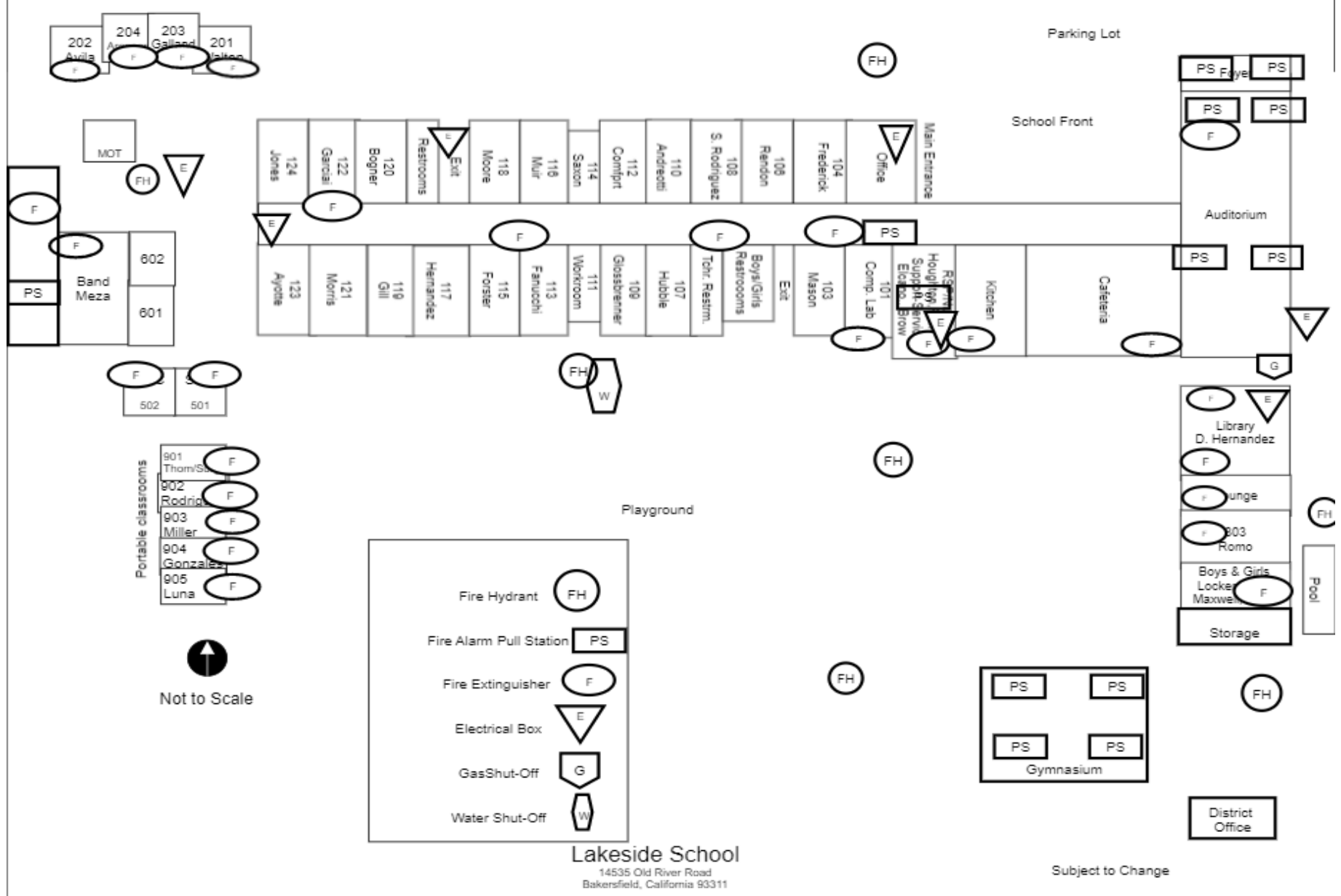
Points of Ingress and Egress





Lakeside School Utility Shut off.

Lakeside School Fire Hydrant, Fire Alarm Pull Stations, Fire Extinguisher, Electrical Box, Gas Shut Off, and Water Shut Off Stations.



LAKESIDE SCHOOL SAFETY DRILL

2022-2023

LAKESIDE SCHOOL SAFETY DRILL

Lakeside School		
Safety Drill	Date	Time
Fire Drill	August 19, 2022	2:00 pm
Duck and Cover	September 08, 2022	9:30 am
Fire Drill and Evacuation	September 22, 2022	10:20 am
Lock Down	October 5, 2022	1:50 pm
California Shake-Out w/ Duck & Cover	October 20, 2022	10:20 am
Lockdown	November 1, 2022	2:00 pm
Fire Drill	November 15, 2022	9:35 am
Duck and Cover	December 15, 2022	9:45 am
Lock Down Drill	January 10, 2023	9:50 am
Duck and Cover	February 2, 2023	1:30 pm
Fire Drill	March 17, 2023	2:00 pm
Lock Down	April 13, 2023	10:20 am
Duck and Cover	May 2, 2023	9:30 am

Donald E. Suburu School

I. ADMINISTRATIVE ACTION

a. Emergency Information

i. First Responders Guide

1. All Call to staff
2. 911 call to Police and Allied Agencies
3. Initiate telephone tree communication
4. Notify police of the crisis Response Binders (maps, intercoms, etc.)

School Site Contacts	Telephone Numbers
District Office	836-6658
Suburu School Office	665-8190
Suburu School Fax	665-8282
School Personnel	Cell Phone Numbers
Ty Bryson, Superintendent	343-3417
Valerie Garcia	444-2355
Berenice Ortega, Transportation	343-3412
Darrell Howard, Lead Custodian	343-3414
Jodi Nicklas, Cafeteria Manager	330-9011
Emergency Response	Telephone Numbers
Law Enforcement	327-7111
Fire Department	861-2521
Ambulance	327-4111
Mercy Hospital Emergency Room	327-3371
Traffic	326-3882
PG&E	(800) 743-5000, (800) 227-6000, (800) 743-5002
Police Report	Policereport.bakersfieldpd.us

II. TWO –WAY COMMUNICATION (IF TELEPHONE CONTACT CANNOT BE MADE)

- a. Contact the District Superintendent or law enforcement agency in an extreme emergency when immediate telephone contact cannot be made.

Prepare statement for transmittal in the following way:

1. Name of person or agency you are calling
2. Principal's Name: Valerie Garcia
3. School's Name: Donald E. Suburu Elementary School
4. School Address: 7315 Harris Road
5. Phone number immediately available for response. (661) 665-8190

- b. Call the nearest 2-way radio site. If the number cannot be reached, call another site if available.
- c. Identify yourself and indicate the need to transmit an emergency message.
- d. Read your statement as prepared in step 1 above.
- e. Remain on the phone/radio until you receive the following verification:
 - i. Message repeated as given by you.
 - ii. Confirmation that message has been transmitted.

III. TELEPHONE TREE COMMUNICATIONS

- a. A telephone tree communication for the school district can be initiated at any level. This system is designed to provide for the flow of information either up or down the tree.
 - i. **District** Superintendent or designee.
 - ii. Site Administrator
 - iii. Lead teachers
 1. The point of contact for the site administrators.
 2. Responsible for transferring information to and from the site administrator and teachers in their group.
 - a. See group assignments below.
 3. Responsible for staff and student accountability for their group.

Group TK	Group K	Group 1	Group 2	Group 3	Group 4	Group 5
Chavez	Craig	Riley	Takach	Hopper	Hernandez	Harmon
Moga	Wolff	Dixon	Frasch	Lorenzana	Ghalambor	Castaneda
Leslie Bahena	Walker	Gayer	Briggs	Gonzalez	Tabian	Sanchez
Sierra Kaiser	Vega	Sullivan	Obenshain	Seykora	Canelas	Lopez
	Bolinger	Hudson	Whitestone	McCray		Kondus
	Ronda Szolek	Blanca Ochoa	Rodriguez	Shelly Ramos	Gonzalo Sanchez	Amber Livingston
	Krista Wright	Diaz	Wholaver	Carmen Leyva	Lorena Gutierrez	Karla Gutierrez

Crisis Response Assignments

Every teacher is to escort their class out to the Student Assembly Area, take roll, and then secures their class with their group buddy.

Each class is to be identified with a sign that has the teacher's name on it. The first student in line facing the Student Assembly area is to hold the sign.

Teachers of pull-out programs will escort their students to their regular class then report to their assigned duty or area.

Buddy teacher is to send a student with all the team's roll sheets to the Student Assembly Area leaders, Laura Takach and Audrey Craig.

All teachers on assignment are to report to their designated area. When finished, they are to report to their students for supervision and be on call for another assignment.

Function	Employee	First Duties
Incident Commander /PIO/ Command Post/Operations Chief/ Planning/Intelligence	Leader: Valerie Garcia Assistant: Tara Carr Kami Logan –Set-up, scribe, time keeper	1.Report to Command Post 2. Brief staff on situation 3. Deploy staff to positions 4. Refer to job description clipboards.
Perimeter Security/Facilitator	Darrell Howard Assistants: All MOT	1. Secure all gates and entrances 2. Roll out Emergency Container 3. Field emergency vehicles 4. Set out signs 5. Direct traffic

Medical Team ★ Triage ★ First Aide	Leader: Kathy McCray Assistant: Catalina Uribe	1. Take roll then secure your students with Buddy 2. Take Emergency boxes to First Aid Area 3. Report to Command Post by radio 4. Refer to job description clipboard
Student Care/Sanitation	Leader: Tessa Frasch Assistant: Shandy Kondus	1. Take roll then secure your students with Buddy 2. Report to Command Post by radio 3. Get Sanitation set-up
Student Request/ Student Release/Reunification Gate Moved to Park Gate	Leader: Ronda Szolek Assistant: Blanca Ochoa Lorena Gutierrez	1. Take roll then secure your students with Buddy 2. Report to Command Post for briefing 3. Obtain Student Emergency Cards at Command Post 4. Refer to job description clipboard

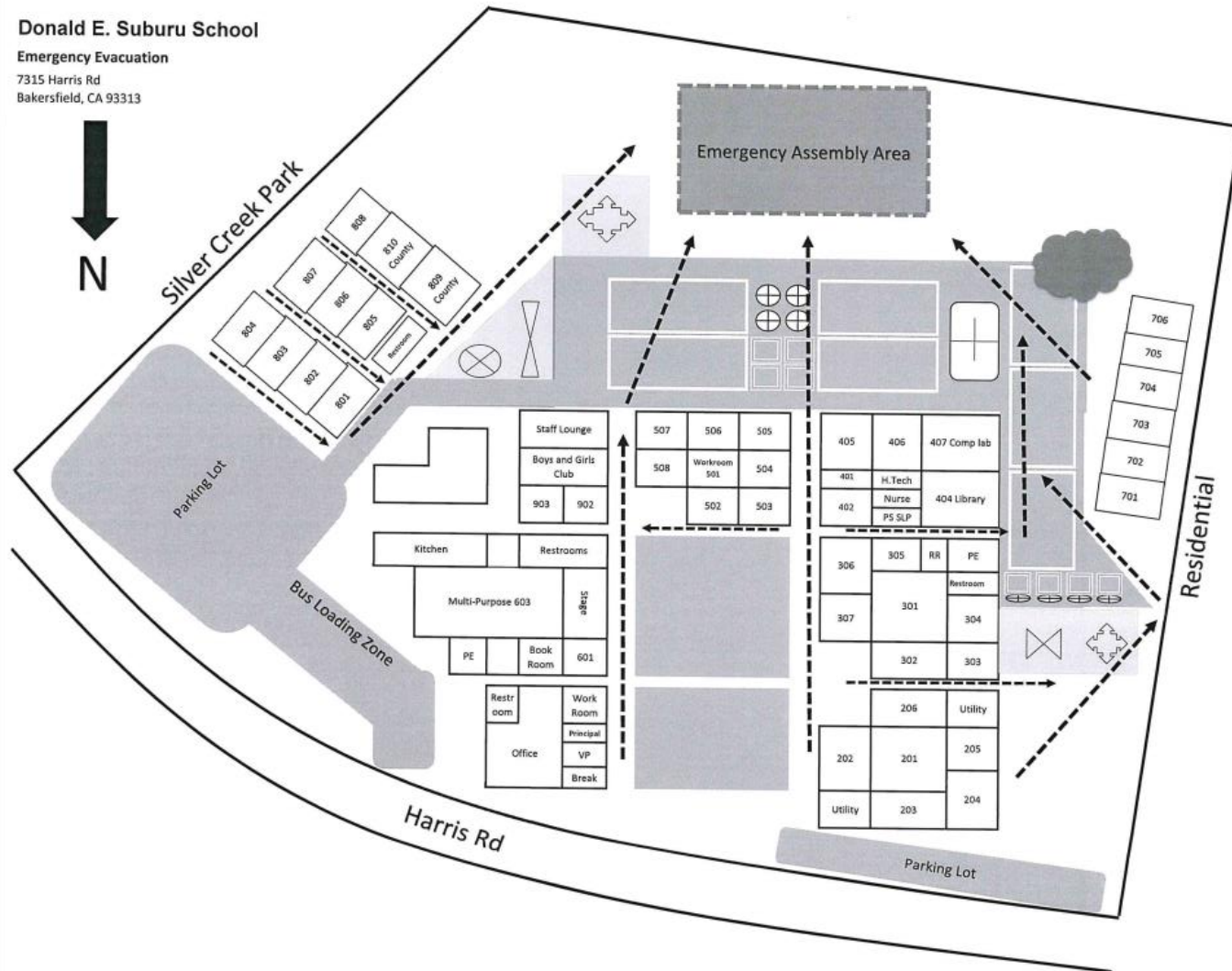
Student Assembly Area	Leader: Laura Takach Assistants: Shelly Ramos	<ol style="list-style-type: none"> 1. Take roll then give roll to your Buddy Teacher 2. Have students sit in class groups 3. Collect roll sheets and deliver to Command Post. Students are to remain quiet and are not to wander around 4. Arrange sibling reunions with lower grade 5. Student Reunification staff will contact you to request students
Logistics Chief/ Supplies/Facilities ☆ Logistics Staffing	Leader: Ronda Szolek Assistant:	<ol style="list-style-type: none"> 1. Take roll then give roll to your Buddy Teacher 2. Report to Command Post for briefing 3. Meet at Supply Container 4. Refer to job description clipboard
Finance/Administration Chief	Leader: Shelly Ramos	<ol style="list-style-type: none"> 1. Report to Command Post 2. Set-up work space 3. Accept and record roll sheets 4. Record information that relates to purchasing

<p>Search and Rescue Team</p> <p>☆ Team members</p>	<p>Leaders: Kelly Harmon Assistant: Donna Wholaver</p> <p><u>Team 200</u> Vega Craig Alternate: Wolff Rooms: 201-206</p> <p><u>Team 300</u> Gayer Sullivan Alternate: Dixon Rooms: 301-307 & Restrooms</p> <p><u>Team 700</u> Obenshain Whitestone Alternate: Briggs Rooms: 701 - 706</p> <p><u>Team 500</u> McCray Seykora Alternate: Kondus Rooms: 501 -508</p> <p><u>Team 805</u> Hernandez Ghalambor Alternate: Diaz Rooms: 805 -808, 809-810 & Portable Restrooms</p> <p><u>Team 801</u> Harmon Lopez Alternate: Amber Livingston Rooms: 801-804</p> <p><u>Team 400</u> MOT to check 400's, MPR, MPR restrooms, & 900's</p> <p><u>Team Office</u> Office staff to evacuate office</p>	<ol style="list-style-type: none"> 1. Take roll then give roll to your Buddy Teacher 2. Report directly to your assigned location with your radio and hard hat on 3. Meet-up with your partner 4. Radio to team leaders before starting search 5. Radio after search is complete for further directions 6. Follow directions on job description clipboard. <p>When finished with your search, help with Supervision</p> <p>Lock office front door. One person remains outside of the front door.</p>
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Donald E. Suburu School

Emergency Evacuation

7315 Harris Rd
Bakersfield, CA 93313



**Donald E. Suburu School
Drill Schedule
2021-2022**

Date	Time	Drill
Thursday, September 9, 2022	8:45	Fire Drill
Friday, October 7, 2022	9:30	Lockdown Drill
Thursday, October 13, 2022	10:05	Earthquake/ Fire Drill
Thursday, November 10, 2022	9:30	Fire Drill
Friday, December 9, 2022	Unannounced	Fire Drill
Friday, December 16, 2022	Unannounced	Lockdown Drill
Tuesday, January 17, 2023	1:15	Fire Drill
Friday, February 3, 2023	Unannounced	Fire Drill
Monday, March 6, 2023	1:45	Lockdown Drill
Monday, March 27, 2023	1:45	Fire Drill
Wednesday, April 12, 2023	9:30	Fire Drill
Friday, May 19, 2023	8:45	Fire Drill

Emergency Assignments

Lakeside School

Incident Commander

PIO

Command Post

Operations Chief

- Search/Rescue Group Supervisor
 - S & RI
 - S&RII Utilities
- Medical Supervisor
 - Triage
 - First Aid
- Assembly Supervisor
 - Student Care/Sanitation I
 - Student Care/Sanitation II
- Reunification
 - Request Gate
 - Reunion Gate

Planning/Intelligence Chief

Logistics Chief

- Supplies/Equipment
- Staffing

Finance/Administration Chief

Section: Command Incident Commander

Responsibilities:

- The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the command post to observe and direct all operations. Ensure the safety of students, staff and others on campus. Lead by example: your behavior sets tone for staff and students.

The public has the right and need to know important information related to emergencies/disaster at the school site as soon as it is available.

Start-up Actions:

- Obtain your personal safety equipment; for example, hard hat, vest, clipboard (with job description sheet)
- Should have a copy of all job descriptions
- Assess type and scope of emergency
- Determine threat to human life and structures
- Implement emergency/ disaster plan and hazard specific procedures
- Develop, communicate, and implement an incident action plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed:
 - Fill in “Incident Assignments” form
 - Appoint a backup or alternate IC
- News media can play a key role assisting the school in getting Information released must be consistent, accurate, and timely.
- Assign a PIO representative

Ongoing Operational Duties:

- Continue to monitor and assess total school situation:
 - View site map periodically for S&R progress and damage assessment information
 - Check with chiefs for periodic updates
 - Reassign personnel as needed
- Report to school district on status of students, staff, and campus as needed. (Site Stats Report)
- Develop and communicate revised incident action plans as needed
- Begin student release when appropriate Note: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.
- Complete Information form.
- Brief agency representatives on current situation, priorities, and incident action plan. Provide periodic updates.

Closing Down:

- Authorize deactivation of sections, branches, or units when they are no longer required
- Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.

Command Post Equipment/Supplies:

Campus map	Job description clipboards
Master keys	Command post tray (pens, etc.)
Staff and student rosters	School district radio
Disaster response forms	Campus 2 –way radio
Emergency/disaster plan	AM/FM radio (batteries)
Bullhorn	Duplicate rosters (2 sets)
Vests (if available)	Tables and chairs (if CP is outdoors)
Campus Emergency Planning Guidelines	

Section: Planning/Intelligence

Planning? Intelligence Chief

Responsibilities:

This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available

Operational Duties:

- Maintain time log of the Incident, noting all actions and reports. (See sample log in Appendix). **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records-they are legal documents.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to CP.
- Report first aid needs to medical team leader.
- File forms for reference.

Situation Status (Map):

- Collect, organize, and analyze situation information.
- Mark site map appropriately as related reports are received. This includes, but is not limited to, S&R reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, et cetera. (This information, if available, may be useful to staff for planning routes home, et cetera.)

Situation Analysis:

- Assist IC to provide current situation assessments based on analysis of information received.
- Develop situation reports for the CP to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.
- Collect and file all paperwork and documentation from deactivating sections.

- Securely package and store these documents for future use.

Equipment/Supplies:

- Job description clipboard
- Two-way radio, file box(s), paper, pens.
- File box(s), paper, pens, dry-erase pens, tissues.
- Large site map of campus, laminated or covered with Plexiglas.
- Forms: Emergency Time/Situation Report
 - Sample Log
 - Student Accounting form
- Map of County or local area.

Section: Operations

Operations Chief

Responsibilities: The Operations Chief manages the direct responses to the disaster, which can include the following:

- Search & Rescue/Utilities
- Medical
- Student Care
- Student Release

Start-Up Actions:

- Check in with Incident Commander for situation briefing
- Obtain necessary equipment and supplies from Logistics
- Put on position identifier, such as vest, if available

Ongoing Operational Duties:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation and assign them as needed.
- Coordinate Search and Rescue (S&R) operations. Appoint S&R team Leader to direct their operations if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Make sure that Operations staffs are following standard procedures, utilizing appropriate safety gear and documenting their activities.

Closing Down:

- Route fire, rescue, police, et cetera as appropriate
- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Report to staffing with all logs and appropriate information for reassignment
- Identify and mitigate safety hazards and situations

Equipment/Supplies:

- Vest or position identifier, if available
- S&R equipment
- Two-way radio
- Job description clipboard, Paper, and pens
- Forms: S&R maps, large campus map.

Section: Operations

Search and Rescue Team Leader

Safety Rules: Buddy system: Minimum of two persons per team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

Start-up Actions

- Obtain all necessary equipment from container. See list below.
- Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
- Assign teams based on available manpower, minimum two people per team.

Operational Duties:

- Perform visual check of outfitted team leaving CP; include radio check. Team must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
- Record all teams' progress and report on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.
- If injured students are located, consult Operations Chief for response. Utilize Search and Rescue teams to transport to first aid area.
- Record exact location of damage.
- Keep radio communication brief and simple. No codes.*

Closing Down:

- Record the return of each S&R team. Direct them to return equipment and report for additional assignment to Logistics.
- Provide maps and logs to the Operations Chief.

Equipment/Supplies

- Teams wear vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One member wears first aid backpack.
- Teams carry campus two-way radio and clipboard with job description and map indicating search plan.
- Teams carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

***Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations Search and Rescue Teams/Utilities

Safety:

- Buddy system: Minimum of two persons per team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

Start-up Actions:

- Obtain all necessary equipment from container. See list below. You must be wearing sturdy shoes, long sleeves, hard hat, and gloves. Put batteries in flashlight.

Operational Duties:

- Report gas leaks, fires, or structural damage to the CP Chief Immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to OP Chief that room has been cleared (ex:"Room A-123 is clear").*
- When injured victim is located, team transmits location, number, and condition of injured to OP Chief. Do not use names of students or staff. Follow directions from OP Chief.
- Keep radio communication brief and simple. No Codes.
- Do not move dead bodies; report to OP Chief.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.

Equipment/Supplies:

- Wear vest, hard hat, work and latex gloves, and whistle with master key on neck lanyard. Wear first aid backpack.
- Carry campus two-way radio and clipboard with job description and map indicating search plan.
- Carry bucket or duffel bag with goggles, flashlight, just masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations Medical Team Leader

Responsibilities:

- The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or IC when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths. Do not remove any personal effects from the body. Personal effects must remain with the body at all times.

Start-up Actions:

- Establish scope of disaster with OP Chief and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, and two to Delayed.
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies and equipment
- Review safety procedures and assignments with personnel.
- Establish point of entry (: triage: 0 into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- As soon as possible, notify Operations Chief, who will notify the Command Post (CP), who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner.

Operational Duties:

- Oversee care, treatment, and assessment of Patients.
- Ensure care giver and rescuer safety.
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines
- Stay alert for communicable diseases and isolate appropriately.
- Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, et cetera).
- Review medical files.
- Keep accurate records and make available to law enforcement and/or the Coroner when requested.

Closing Down:

- At the Operations Chief's direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by OC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies to Logistics.
- Clean up area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

- First aid supplies: see list below
- Job description clipboards
- Stretchers, tables and chairs, blankets, ground cover/tarps, marking pens, quick reference medical guides, and vests, if available
- Forms: Notice of First Aid Care, Medical Treatment Victim Log.

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students	Plastic basket or wire basket stretchers or backboards: 1.5/100 students
8X10" compress: 150 per 500 students	Scissors, paramedic: 4 per campus
Kerlix bandaging: 1 per student	Tweezers: 3 assorted per campus
Ace wrap: 2-inch: 12 per campus	Triage tags: 50 per 500 students
4-inch: 12 per campus	Latex gloves: 100 per 500 students
Triangular bandage: 24 per campus	Oval eye patch: 50 per 500 students
Cardboard splints: 24 each, sm, med., large	Tapes: 1" cloth: 50 rolls/campus
	2" cloth: 24 per campus
Steri-strips or butterfly bandages: 50/campus	Dust masks: 20/100 students
Aqua-Blox (water) cases: 0.016 x students+ staff=#cases (For flushing wounds, et cetera)	Disposable blanket: 10 per 100 students
Neosporin: 144 squeeze packs/campus	First Aid Books: 2 standard and 2 advanced per campus
Hydrogen peroxide: 10 pints/campus	Space blankets: 1/student and staff.
Bleach, 1 small bottle	
Heavy duty rubber gloves, 4 pair	

Section: Operations Medical Team

Personnel: First aid trained staff and volunteers.

Responsibilities:

- Use approved safety equipment and techniques.

Start-Up Actions:

- Obtain and wear personal safety equipment, including latex gloves.
- Check with Medical Team Leader for assignment.

Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader.
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- Student's Emergency Card, if available, must accompany student removed from campus to receive advanced medical attention. Send emergency out to area phone number if available. Inform Reunification Unit of release.

Triage Entry Area

- Staffed with minimum of two trained team members, if possible. One member confirms triage tag category (immediate, delayed, dead) and directs to proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.

Treatment Area (“Immediate” and “Delayed”)

- Staff with minimum of two team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and on-site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using two-way radio, do not use names of injured or dead.

Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

- First aid supplies (see list below)

- Job description clipboards
- Stretchers, staff and student medication from health office, tables and chairs, blankets, ground cover/tarps, marking pens, quick reference medical guides, and vests, if available.
- Forms: Notice of First Aid Care, Medical Treatment Victim Log

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students	Plastic basket or wire basket stretchers or backboards: 1.5/100 students
8X10" compress: 150 per 500 students	Scissors, paramedic: 4 per campus
Kerlix bandaging: 1 per student	Tweezers: 3 assorted per campus
Ace wrap: 2-inch: 12 per campus	Triage tags: 50 per 500 students
4-inch: 12 per campus	Latex gloves: 100 per 500 students
Triangular bandage: 24 per campus	Oval eye patch: 50 per 500 students
Cardboard splints: 24 each, sm, med., large	Tapes: 1" cloth: 50 rolls/campus
	2" cloth: 24 per campus
Steri-strips or butterfly bandages: 50/campus	Dust masks: 20/100 students
Aqua-Blox (water) cases: 0.016 x students+ staff=#cases (For flushing wounds, et cetera)	Disposable blanket: 10 per 100 students
Neosporin: 144 squeeze packs/campus	First Aid Books: 2 standard and 2 advanced per campus
Hydrogen peroxide: 10 pints/campus	Space blankets: 1/student and staff.
Bleach, 1 small bottle	
Heavy duty rubber gloves, 4 pair	

Student Care

Personnel: All teachers and substitute teachers (may include part-time employees)

Responsibilities:

- Assess situation and remain calm.
- If ground is shaking, lead Duck, Cover, and Hold On.
- Calm, direct, and give aid to students. Assist seriously injured students, if possible.

Lockdown or Shelter in Place:

- If gunfire or explosions are heard, get everyone to lie flat on the floor.
- If Shelter in Place is activated, follow procedures.

Evacuation:

- Check with buddy teacher and assist as necessary
- Take classroom kit, emergency cards, and roll book.
- Evacuate to emergency assembly area:
 - Check with buddy teacher and assist if necessary or evacuate both classes together.
 - Use safest route, alert for hazards; quickly and quietly.
 - Door closed but unlocked for Search and Rescue access.

Assembly Area:

- Instruct students to sit on grass or blacktop.
- Take attendance and complete 'Student Accounting Form.'
- One of each pair of buddy teachers takes accounting forms to Documentation and reports for assignment at Command Post (CP).

Remaining Supervising Teacher:

- Supervise and reassure students.
- Locate emergency cards for each student.
- Administer first aid as necessary or send student to First Aid area with his/her emergency card.
- Fill out "Notice of First Aid Care: form if first aid is given. Retain one copy: attach the other to the emergency card.
- Keep a record of location of all students at all times, using the Student Accounting form.
- Be alert for latent signs of injury/shock in all students.

Student Release:

- Student runners will bring form requesting student.
- Note that student has left on the Student Accounting form.
- Student will accompany runner to release area.

- If parent demands child, breaking release procedure, make appropriate notations, describing incident, on emergency card and store in classroom kit. Avoid confrontations.

Start-Up Actions:

- Wear identification vest if available
- Take job description, clipboard, and radio.
- Check in with Operations Chief for situation briefing.
- Assign personnel to assignments as needed.
- If school is evacuating
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed
- Support the Student Release process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements for portable toilets, if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the PIO.

Closing Down

- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

- Class lists.
- Clipboard with job description.
- Student Information Sheets or Emergency Cards.
- First aid kit: Classroom kit (if available).
- Clipboard and pen or pencil
- Vest.
- Campus two-way radio.
- Ground cover, tarps.
- Water; Food; Sanitation supplies.

- Student Activities: books, games, coloring books, et cetera.
- Forms: Student Accounting, Notice of First Aid Care.

Section: Operations

Student Release

Responsibilities: Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Start-Up Actions:

- Obtain and wear vest or position identifier, if available
- Check with Operations Chief for assignment to Request Gate or Release Gate.
- Obtain necessary equipment and forms from Logistics.
- Secure area against unauthorized access. Mark gates with signs.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
- Set up Release Gate some distance from Request Gate.

Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, send those with Disaster Volunteer badges to Logistics.

Procedures:

- Requesting adult fills out Student Release form, gives it to staff member, and shows identification, as appropriate.
- Staff verifies identification, pulls Release Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Request Card (one at each gate), staff files the Request Card in the out box. If there is only one copy, runner takes the card with the Student Release form and staff files a blank card with the student's name on it in the out box.

Note: If parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release form to the teacher.
- Teacher marks box, "Sent with Runner"
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff-match student requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release form, and release student.

If student is not with the class:

- Teacher makes appropriate notation on Student Release form:
 - “Absent” if student was never in school that day
 - “First Aid” if student is in Medical Treatment area.
 - “Missing” if student was in school but now cannot be located
- Runner takes Student Release form to Assembly Supervisor.
- If runner is retrieving multiple students and one or more are missing , walk available students to Release Gate before returning “ Missing” forms to OC for verification
- Parent should be notified of missing student status and escorted to OP Chief.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified.

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies

- Job description clipboard.
- Pens, stapler.
- Box(s) of Emergency Cards.
- Signs to mark Parent Request Gate and Release Gate.
- Signs for Alphabetical grouping to organize the parents (A-F, etc).
- Empty file boxes to use as out boxes.
- Forms: Student Release form (copies for every student).

Section: Logistics

Logistics Chief

Responsibilities: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- Check in with Incident Commander for situation briefing
- Open supplies container or other storage facility.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

Operational Duties:

- As (or if) staff is assigned brief them on the situation and supervise their activities, utilizing the position checklist.
- Coordinate supplies, equipment, and personnel needs with the IC.
- Maintain security of cargo container, supplies, and equipment.
- Communicate with district EOC per district procedure. At the direction of the IC, report status of students, staff, and campus using Site Status Report form.
- Receive and write down all communications as necessary.
- Follow communications protocol. Do not contact the city directly if the district EOC is available
- Direct the media or the public to the Public Information Officer.
- Monitor AM/FM radio for local emergency news:

Closing Down:

- At the IC's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.
- Close out all logs, message forms, et cetera, and turn them over to Planning and Intelligence.

Equipment/Supplies:

- Job description clipboard.
- Clipboards with volunteer sign-in sheets.
- Two-way radio, paper, pens.
- Cargo container or other storage facility and all emergency supplies stored on campus.
- Forms: Inventory of Emergency Supplies on Campus, Site Status Report, Communications Log, and Message.

- **Section: Logistics**
- **Supplies/Facilities**

Responsibilities: This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- Check in with Logistics Chief for situation briefing.
- Open supplies container or other storage facility if necessary.
- Put on position identifier, such as vest, if available
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

Operational Duties:

- Maintain security of cargo container, supplies, and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in location appropriate supplies and equipment.
- Secure and purchase equipment as needed; forward documentation to Finance.

Closing Down:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned
- Secure all equipment and supplies.

Equipment/Supplies:

- Job description clipboard.
- Two-way radio, paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus.
- Forms: Inventory of Emergency Supplies on Campus. Purchasing Record Log.

Finance:

- Secure all documents regarding purchases.

Section: Logistics Staffing

Responding: This unit is responsible for coordination the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Open three logs to list staff, volunteers, and students who are awaiting assignment.

Operational Duties:

- Deploy personnel as requested by the Logistics Chief.
- Sign in volunteers, making sure those volunteers are wearing their I.D. badges.
- Ensure that accurate records are kept of all staff members, indicating hours worked. Timekeeping records are imperative.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them in to Documentation.
- Return all equipment and supplies.

Equipment/Supplies:

- Job description clipboard.
- Clipboard with volunteer sign-in sheets.
- Two-way radio, paper, pens.
- Cargo container or other storage facility and all emergency supplies stored on campus.
- Forms: Inventory of Emergency Supplies on Campus. List of Registered Disaster Volunteers. Disaster Volunteer badges and log.

Section: Finance/Administration

Finance/ Administration Chief

Responsibilities: The Finance/Administration section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

Maintain financial records, track and record staff hours.

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest, if available.
- Locate and set up work space.
- Record information that relates to personnel time keeping and/or purchasing.

Operational Duties:

- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- At the IC's direction, deactivate the section and close out all logs.

Timekeeping

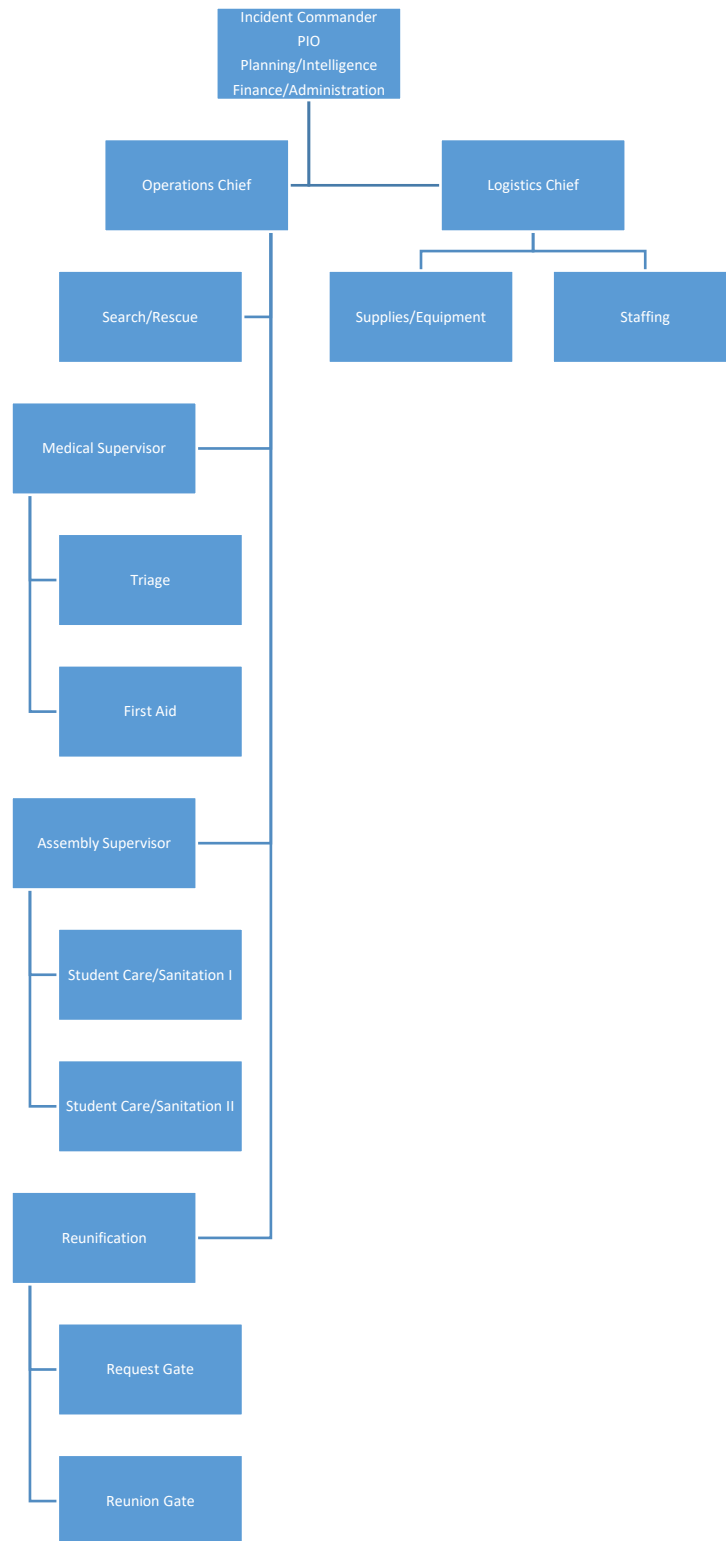
Operational Duties:

- Ensure that accurate records are kept of all staff members, indicating hours worked. Timekeeping records are imperative.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Equipment/Supplies

- Job description clipboard.
- Paper, pens.
- Forms: Staff Duty Log.
- Purchase expense log.

Suburu School



Section: Command Incident Commander

Responsibilities:

- The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the command post to observe and direct all operations. Ensure the safety of students, staff and others on campus. Lead by example: your behavior sets tone for staff and students.

The public has the right and need to know important information related to emergencies/disaster at the school site as soon as it is available.

Start-up Actions:

- Obtain your personal safety equipment; for example, hard hat, belt, clipboard (with job description sheet)
- Should have a copy of all job descriptions
- Assess type and scope of emergency
- Determine threat to human life and structures
- Implement emergency/ disaster plan and hazard specific procedures
- Develop, communicate, and implement an incident action plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed:
 - Fill in “Incident Assignments” form
 - Appoint a backup or alternate IC
 - Review position job descriptions and staffing with Logistics Chief.
- News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.
- Acts as a Public Information Officer (PIO) position to represent the school
- Assume responsibilities of Planning and Intelligence until available staff or volunteer is available

Ongoing Operational Duties:

- Continue to monitor and assess total school situation:
 - View site map periodically for S&R progress and damage assessment information
 - Check with chiefs for periodic updates
 - Reassign personnel as needed
- Develop and communicate revised incident action plans as needed
- Begin student release when appropriate Note: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.
- Complete Information form.
- Brief agency representatives on current situation, priorities, and incident action plan. Provide periodic updates.

Closing Down:

- Authorize deactivation of sections, branches, or units when they are no longer required
- Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.

Command Post Equipment/Supplies:

Campus map	Job description clipboards
Master keys	Command post tray (pens, etc.)
Staff and student rosters	School district radio
Disaster response forms	Campus 2 –way radio
Emergency/disaster plan	AM/FM radio (batteries)
Bullhorn	Duplicate rosters (2 sets)
Vests (if available)	Tables and chairs (if CP is outdoors)
Campus Emergency Planning Guidelines	

Section: Planning/Intelligence

Planning? Intelligence Chief

Responsibilities:

This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available

Operational Duties:

Records:

- Maintain time log of the Incident, noting all actions and reports. (See sample log in Appendix). **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records-they are legal documents.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to CP.
- Report first aid needs to medical team leader.
- File forms for reference.

Situation Status (Map):

- Collect, organize, and analyze situation information.
- Mark site map appropriately as related reports are received. This includes, but is not limited to, S&R reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, et cetera. (This information, if available, may be useful to staff for planning routes home, et cetera.)

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.
- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Equipment/Supplies:

- Job description clipboard
- Two-way radio, file box(s), paper, pens.
- File box(s), paper, pens, dry-erase pens, tissues.
- Large site map of campus laminated or covered with Plexiglas.
- Forms: Emergency Time/Situation Report
 - Sample Log
 - Student Accounting form
- Map of County or local area.

Section: Operations

Operations Chief

Responsibilities: The Operations Chief manages the direct responses to the disaster, which can include the following:

- Search & Rescue/Utilities
- Medical
- Student Care
- Student Release

Start-Up Actions:

- Check in with Incident Commander for situation briefing
- Obtain necessary equipment and supplies from Logistics
- Put on position identifier, such as vest, if available

Ongoing Operational Duties:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation and assign them as needed.
- Coordinate Search and Rescue (S&R) operations. Appoint S&R team Leader to direct their operations if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Make sure that Operations staffs are following standard procedures, utilizing appropriate safety gear and documenting their activities.

Closing Down:

- Route fire, rescue, police, et cetera as appropriate
- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Report to staffing with all logs and appropriate information for reassignment
- Identify and mitigate safety hazards and situations

Equipment/Supplies:

- Vest or position identifier, if available
- S&R equipment
- Two-way radio
- Job description clipboard, Paper, and pens
- Forms: S&R maps, large campus map.

Section: Operations

Search and Rescue Team Leader

Safety Rules: Buddy system: Minimum of two persons per team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first, and follow all operational and safety procedures.

Start-up Actions

- Obtain all necessary equipment from container. See list below.
- Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
- Assign teams based on available manpower, minimum two people per team.

Operational Duties:

- Perform visual check of outfitted team leaving CP; include radio check. Team must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
- Record all teams' progress and report on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C: on the map.
- If injured students are located, consult Operations Chief for response. Utilize Search and Rescue teams to transport to first aid area.
- Record exact location of damage.
- Keep radio communication brief and simple. No codes.*

Closing Down:

- Record the return of each S&R team. Direct them to return equipment and report for additional assignment to Logistics.
- Provide maps and logs to the Operations Chief.

Equipment/Supplies

- Teams wear vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One member wears first aid backpack.
- Teams carry campus two-way radio and clipboard with job description and map indicating search plan.
- Teams carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

***Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations Search and Rescue Teams/Utilities

Safety:

- Buddy system: Minimum of two persons per team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

Start-up Actions:

- Obtain all necessary equipment from container. See list below. You must be wearing sturdy shoes, long sleeves, hard hat, and gloves. Put batteries in flashlight.

Operational Duties:

- Report gas leaks, fires, or structural damage to the CP Chief Immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to OP Chief that room has been cleared (example, "Room A-123 is clear").*
- When injured victim is located, team transmits location, number, and condition of injured to OP Chief. Do not use names of students or staff. Follow directions from OP Chief.
- Keep radio communication brief and simple. No Codes.
- Do not move dead bodies; report to OP Chief.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.

Equipment/Supplies:

- Wear vest, hard hat, work and latex gloves, and whistle with master key on neck lanyard. Wear first aid backpack.
- Carry campus two-way radio and clipboard with job description and map indicating search plan.
- Carry bucket or duffel bag with goggles, flashlight, just masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations Medical Team Leader

Responsibilities:

- The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or IC when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths. Do not remove any personal effects from the body. Personal effects must remain with the body at all times.

Start-up Actions:

- Establish scope of disaster with OP Chief and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, and two to Delayed.
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies and equipment
- Review safety procedures and assignments with personnel.
- Establish point of entry (: triage: 0 into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- As soon as possible, notify Operations Chief, who will notify the Command Post (CP), who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner.

Operational Duties:

- Oversee care, treatment, and assessment of Patients.
- Ensure care giver and rescuer safety.
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines
- Stay alert for communicable diseases and isolate appropriately.
- Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, et cetera).
- Review medical files.
- Keep accurate records and make available to law enforcement and/or the Coroner when requested.

Closing Down:

- At the Operations Chief's direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by OC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies to Logistics.
- Clean up area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

- First aid supplies: see list below
- Job description clipboards
- Stretchers, tables and chairs, blankets, ground cover/tarps, marking pens, quick reference medical guides, and vests, if available
- Forms: Notice of First Aid Care, Medical Treatment Victim Log.

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students	Plastic basket or wire basket stretchers or backboards: 1.5/100 students
8X10" compress: 150 per 500 students	Scissors, paramedic: 4 per campus
Kerlix bandaging: 1 per student	Tweezers: 3 assorted per campus
Ace wrap: 2-inch: 12 per campus	Triage tags: 50 per 500 students
4-inch: 12 per campus	Latex gloves: 100 per 500 students
Triangular bandage: 24 per campus	Oval eye patch: 50 per 500 students
Cardboard splints: 24 each, sm, med., large	Tapes: 1" cloth: 50 rolls/campus
	2" cloth: 24 per campus
Steri-strips or butterfly bandages: 50/campus	Dust masks: 20/100 students
Aqua-Blox (water) cases: 0.016 x students+ staff=#cases (For flushing wounds, et cetera)	Disposable blanket: 10 per 100 students
Neosporin: 144 squeeze packs/campus	First Aid Books: 2 standard and 2 advanced per campus
Hydrogen peroxide: 10 pints/campus	Space blankets: 1/student and staff.
Bleach, 1 small bottle	
Heavy duty rubber gloves, 4 pair	

Section: Operations Medical Team

Personnel: First aid trained staff and volunteers.

Responsibilities:

- Use approved safety equipment and techniques.

Start-Up Actions:

- Obtain and wear personal safety equipment, including latex gloves.
- Check with Medical Team Leader for assignment.

Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader.
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- Student's Emergency Card, if available, must accompany student removed from campus to receive advanced medical attention. Send emergency out to area phone number if available. Inform Reunification Unit of release.

Triage Entry Area

- Staffed with minimum of two trained team members, if possible. One member confirms triage tag category (immediate, delayed, dead) and directs to proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.

Treatment Area (“Immediate” and “Delayed”)

- Staff with minimum of two team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and on-site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using two-way radio, do not use names of injured or dead.

Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

- First aid supplies (see list below)

- Job description clipboards
- Stretchers, staff and student medication from health office, tables and chairs, blankets, ground cover/tarps, marking pens, quick reference medical guides, and vests, if available.
- Forms: Notice of First Aid Care, Medical Treatment Victim Log

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students	Plastic basket or wire basket stretchers or backboards: 1.5/100 students
8X10" compress: 150 per 500 students	Scissors, paramedic: 4 per campus
Kerlix bandaging: 1 per student	Tweezers: 3 assorted per campus
Ace wrap: 2-inch: 12 per campus	Triage tags: 50 per 500 students
4-inch: 12 per campus	Latex gloves: 100 per 500 students
Triangular bandage: 24 per campus	Oval eye patch: 50 per 500 students
Cardboard splints: 24 each, sm, med., large	Tapes: 1" cloth: 50 rolls/campus
	2" cloth: 24 per campus
Steri-strips or butterfly bandages: 50/campus	Dust masks: 20/100 students
Aqua-Blox (water) cases: 0.016 x students+ staff=#cases (For flushing wounds, et cetera)	Disposable blanket: 10 per 100 students
Neosporin: 144 squeeze packs/campus	First Aid Books: 2 standard and 2 advanced per campus
Hydrogen peroxide: 10 pints/campus	Space blankets: 1/student and staff.
Bleach, 1 small bottle	
Heavy duty rubber gloves, 4 pair	

Student Care

Personnel: All teachers and substitute teachers (may include part-time employees)

Responsibilities:

- Assess situation and remain calm.
- If ground is shaking, lead Duck, Cover, and Hold On.
- Calm, direct, and give aid to students. Assist seriously injured students, if possible.

Lockdown or Shelter in Place:

- If gunfire or explosions are heard, get everyone to lie flat on the floor.
- If Shelter in Place is activated, follow procedures.

Evacuation:

- Check with buddy teacher and assist as necessary
- Take classroom kit, emergency cards, and roll book.
- Evacuate to emergency assembly area:
 - Check with buddy teacher and assist if necessary or evacuate both classes together.
 - Use safest route, alert for hazards; quickly and quietly.
 - Door closed but unlocked for Search and Rescue access.

Assembly Area:

- Instruct students to sit on grass or blacktop.
- Take attendance and complete 'Student Accounting Form.'
- One of each pair of buddy teachers takes accounting forms to Documentation and reports for assignment at Command Post (CP).

Remaining Supervising Teacher:

- Supervise and reassure students.
- Locate emergency cards for each student.
- Administer first aid as necessary or send student to First Aid area with his/her emergency card.
- Fill out "Notice of First Aid Care: form if first aid is given. Retain one copy: attach the other to the emergency card.
- Keep a record of location of all students at all times, using the Student Accounting form.
- Be alert for latent signs of injury/shock in all students.

Student Release:

- Student runners will bring form requesting student.
- Note that student has left on the Student Accounting form.
- Student will accompany runner to release area.

- If parent demands child, breaking release procedure, make appropriate notations, describing incident, on emergency card and store in classroom kit. Avoid confrontations.

Start-Up Actions:

- Wear identification vest if available
- Take job description, clipboard, and radio.
- Check in with Operations Chief for situation briefing.
- Assign personnel to assignments as needed.
- If school is evacuating
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed
- Support the Student Release process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements for portable toilets, if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the PIO.

Closing Down

- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

- Class lists.
- Clipboard with job description.
- Student Information Sheets or Emergency Cards.
- First aid kit: Classroom kit (if available).
- Clipboard and pen or pencil
- Vest.
- Campus two-way radio.
- Ground cover, tarps.
- Water; Food; Sanitation supplies.

- Student Activities: books, games, coloring books, et cetera.
- Forms: Student Accounting, Notice of First Aid Care.

Section: Operations

Student Release

Responsibilities: Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Start-Up Actions:

- Obtain and wear vest or position identifier, if available
- Check with Operations Chief for assignment to Request Gate or Release Gate.
- Obtain necessary equipment and forms from Logistics.
- Secure area against unauthorized access. Mark gates with signs.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
- Set up Release Gate some distance from Request Gate.

Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, send those with Disaster Volunteer badges to Logistics.

Procedures:

- Requesting adult fills out Student Release form, gives it to staff member, and shows identification, as appropriate.
- Staff verifies identification, pulls Release Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Request Card (one at each gate), staff files the Request Card in the out box. If there is only one copy, runner takes the card with the Student Release form and staff files a blank card with the student's name on it in the out box.

Note: If parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release form to the teacher.
- Teacher marks box, "Sent with Runner"
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff-match student requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release form, and release student.

If student is not with the class:

- Teacher makes appropriate notation on Student Release form:
 - “Absent” if student was never in school that day
 - “First Aid” if student is in Medical Treatment area.
 - “Missing” if student was in school but now cannot be located
- Runner takes Student Release form to Assembly Supervisor.
- If runner is retrieving multiple students and one or more are missing , walk available students to Release Gate before returning “ Missing” forms to OC for verification
- Parent should be notified of missing student status and escorted to OP Chief.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified.

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies

- Job description clipboard.
- Pens, stapler.
- Box(s) of Emergency Cards.
- Signs to mark Parent Request Gate and Release Gate.
- Signs for Alphabetical grouping to organize the parents (A-F, etc).
- Empty file boxes to use as out boxes.
- Forms: Student Release form (copies for every student).

Section: Logistics

Logistics Chief

Responsibilities: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- Check in with Incident Commander for situation briefing
- Open supplies container or other storage facility.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

Operational Duties:

- As (or if) staff is assigned brief them on the situation and supervise their activities, utilizing the position checklist.
- Coordinate supplies, equipment, and personnel needs with the IC.
- Maintain security of cargo container, supplies, and equipment.
- Communicate with district EOC per district procedure. At the direction of the IC, report status of students, staff, and campus using Site Status Report form.
- Receive and write down all communications as necessary.
- Follow communications protocol. Do not contact the city directly if the district EOC is available
- Direct the media or the public to the Public Information Officer.
- Monitor AM/FM radio for local emergency news:

Closing Down:

- At the IC's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.
- Close out all logs, message forms, et cetera, and turn them over to Planning and Intelligence.

Equipment/Supplies:

- Job description clipboard.
- Clipboards with volunteer sign-in sheets.
- Two-way radio, paper, pens.
- Cargo container or other storage facility and all emergency supplies stored on campus.
- Forms: Inventory of Emergency Supplies on Campus, Site Status Report, Communications Log, and Message.

- **Section: Logistics**
- **Supplies/Facilities**

Responsibilities: This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- Check in with Logistics Chief for situation briefing.
- Open supplies container or other storage facility if necessary.
- Put on position identifier, such as vest, if available
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

Operational Duties:

- Maintain security of cargo container, supplies, and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in location appropriate supplies and equipment.
- Secure and purchase equipment as needed; forward documentation to Finance.

Closing Down:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned
- Secure all equipment and supplies.

Equipment/Supplies:

- Job description clipboard.
- Two-way radio, paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus.
- Forms: Inventory of Emergency Supplies on Campus. Parking Record Log.

Finance:

- Secure all documents regarding purchases.

Section: Logistics Staffing

Response: This unit is responsible for coordinating the assignments of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Open three logs to list staff, volunteers, and students who are awaiting assignment.

Operational Duties:

- Deploy personnel as requested by the Logistics Chief.
- Sign in volunteers, making sure those volunteers are wearing their I.D. badges.
- Ensure that accurate records are kept of all staff members, indicating hours worked. Timekeeping records are imperative.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them in to Documentation.
- Return all equipment and supplies.

Equipment/Supplies:

- Job description clipboard.
- Clipboard with volunteer sign-in sheets.
- Two-way radio, paper, pens.
- Cargo container or other storage facility and all emergency supplies stored on campus.
- Forms: Inventory of Emergency Supplies on Campus. List of Registered Disaster Volunteers. Disaster Volunteer badges and log.
-

Timekeeping

Operational Duties:

- Ensure that accurate records are kept of all staff members, indicating hours worked. Timekeeping records are imperative.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Equipment/Supplies

- Job description clipboard.
- Paper, pens.

- Forms: Staff Duty Log.
- Purchase expense log.

Section: Finance/Administration

Finance/ Administration Chief

Responsibilities: The Finance/Administration section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest, if available.
- Locate and set up work space.
- Record information that relates to personnel time keeping and/or purchasing.

Operational Duties:

- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- At the IC's direction, deactivate the section and close out all logs.

Lakeside Union School District

Safety Supply Needs

There are a variety of companies and committees recommending supply needs for schools.

Each list has different items and quantities listed. The attached is a combination of this list

Food

The bulk of stored food should be non-perishable and need no refrigeration or heating after opening. Food is generally a low priority item, except for those with diabetes and certain other specific medical conditions. The recommended amount is three days' supply for each student and staff member.

Option 1

Each student brings food to be put in individual comfort packs.

This food would have to be checked for freshness and monitored by the student care if needed for three days.

Option 2

The district buys bulk food.

This food could be purchased for each year and then donated at the end.

Option 3

The district purchases emergency food bars. Each bar has 3600 calories and has a 5 year shelf life. (3600 calories is a 3 day supply)

Water

Water needs are the same on all lists. People can survive without food but not without water. How to store the needed water is the most difficult decision.

The two schools will need 2300 gallons for the recommended 5 days.

The least expensive appears to be using 55 gallon drums with smaller containers to move the water to needed locations on campus.

Sanitation

District needs

10	portable toilets
10	privacy shelters
200	rolls toilet paper
3000	wet wipes
3000	Plastic bags with ties
100	Large trash bags

(Soap and water are recommended if available)

You should not plan on burying any human waste. This would create a cleanup nightmare for each site. Plan to use one dumpster on site to place all waste.

Classroom Kit Recommendation

(One kit per classroom)

- 1 storage bucket
- 1 pair leather gloves
- 1 tarp
- 1 whistle
- 1 clipboard with pen and paper
- 3 pair latex gloves
- 3 pressure bandages
- 3 space blankets
- 1 identification vest
- 1 safety goggles

- Buddy teacher list
- Disaster emergency cards
- Student accounting forms, blank
- Campus two way radios

Student activities (books, games, coloring books, etc.)

Optional Items

- Trash bags (to be used as rain ponchos)
- Individual blankets
- Individual comfort kits
- Flashlights

First Aid Supplies-District Totals

These items are based on 1000 students following the recommendation from the CA Select Committee on the Northridge earthquake.

These numbers do not include individual classroom kits or the search and rescue team kits.

2000	4x4 compress
300	8xqp compress
1000	kerlix bandage
24	2" ace wraps
24	4" ace wraps
48	Triangular bandages
48	Small cardboard splints
48	Large cardboard splints
100	Butterfly bandages
16	cases aqua box sterile water
244	Neosporin
2	Bleach
15	Stretchers
8	Paramedic scissors
6	Tweezers
200	Latex gloves
100	1" tape
48	2" tape
250	Dust masks
100	Blankets
4	Basic first aid kits
4	Advanced first aid kits
8	Rubber gloves
250	Triage tags

It is recommended the medical team and search teams review these recommendations and adjust the list as needed.

For example:

- Antiseptic wipes
- CPR barriers
- Gauze roll bandages
- Cold packs
- Advanced first aid kit
- Burn Supplies

Search and Rescue Teams

(Each team needs a complete kit)

- 2 OSHA approved hard hats
- 2 Identification vest
- 2 Leather work gloves
- 10 Latex gloves
- 2 Safety goggles
- 2 Whistles
- Master Keys
- One First-Aid backpack per team
- 2 Flashlights with extra batteries
- 1 Pry bar
- 2 Duct tape
- Clipboard with- Job description
 - Search plan maps
 - Pens and paper
 - Grease pencil and markers
- Campus two way radios
- Duffle or tote bag for equipment

Recommended that the search teams review these items and adjust the list as needed

For example: Kneepads

Drinking water

Flagging tape

Door wedges to keep doors open during search

Back belts

Campus Tools and Supplies

Utility shut off wrench
Barrier tape 3 rolls 3"x1000"
Broom
Pliers, adjustable 10"
Pliers, adjustable 8"
Pry bar 24"
Hacksaw
Bolt cutters 18"
Hammer 3 lbs.
Duct tape
Plastic bags (min 6)
Shovel for clean-up
Angle head flashlight with batteries
Screwdriver 6"
Screwdriver 4" Phillips
Utility knife
Container to hold tools

4 Folding tables 3'x6'
2 Folding chairs
Identification vests (color coded to match school plan)
Clipboards with job descriptions
Extra clipboards with pens and paper
Signs for student request and release
Alphabetical dividers for request gate

Copies of all necessary forms: Each team leader should list individual forms needed.

Storage location:

All storage containers for supplies must be organized, bug free, water tight, secure from vandals, and if possible, kept cool. Ventilators on the roofs of storage containers allow vandal access. Some schools have purchased used refrigerated cargo containers or sprayed insulation inside the container. Containers should be located on a paved, level surface, away from hazards, preferably in a shaded area. It is highly recommended that shelves be installed to hold and organize the supplies. Secure all supplies from damage during ground shaking. Local fire departments should have keys to the storage container for access to supplies in the event of any local emergency with an agreement to replace the supplies within 72 hours.

Forms
Student Accounting Form

Teacher Name _____

Room # _____

Number of students present today: _____

Number of students absent today: _____

Names of students absent today:

1. _____

2. _____

3. _____

4. _____

5. _____

Number of students present but not accounted for during this disaster drill: _____

Names of students present but not accounted for during this disaster drill:

1. _____

2. _____

3. _____

4. _____

5. _____

Sample Log

Date_____

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. They are legal documents!

9:50 Approximate time of quake
9:55 Custodian opened container
10:00 Set up command post, Becky Harrison in charge
10:00 Becky says Nurse Nightingale is off campus
10:00 Student accounting forms coming into CP
10:00 Teachers are reporting to manpower pool
10:02 Report of Carrie Macintosh trapped in computer lab
10:06 Water running out of boys room by room 3
10:10 S&R teams assigned, team #1 told about Carrie in computer lab
10:14 S&R #3 radio batteries dead
10:15 Broken glass and lights in room 10
10:16 Repairman on office roof prior to quake not seen since
10:17 Aftershock- no injuries reported- students are seated
10:18 All S&R teams check in ok
10:19 Room 20 front door jammed
10:20 Sarah Laws and Mary Hans (parent nurses) here to help
10:21 Becky places Sarah in charge of medical
10:22 Nancy Power assigned stress counseling
10:23 Aftershock- Becky Harrison injured
10:24 All S&R teams check in ok
10:24 Command transferred to Laura Werner
10:25 District EOC on radio-we receive but cannot transmit
10:26 Natural gas leak below bungalow 30
10:27 Custodian sent to check gas leak
10:28 Major damage to cafeteria
10:28 Broken windows/lights- room 14
10:29 Burning smell room 23
10:30 Custodian unable to shut off gas by room 30
10:32 Michael Burns here- sent to help custodian
10:33 Room 32 shaken off foundation
10:35 Police helicopter flies over
10:35 Gas leak stopped
10:35 John Forest climbed fence, took son Jeremy
10:36 Michelle Pauls here-assigned with Nancy Powers
10:38 Medical-reports total 9 minor injuries, 1 broken leg

Emergency Time/Situation/Response Report

[illegible]

Sample Public Information Release

Check () as appropriate: District/District-wide School

Date: Time:

NOTE: If this is used as a script, read only those items checked. Make no other comments.
[Check off, fill in, and cross off as appropriate.]

_____ has just experienced a (n) _____

_____ The (students/employees) [(are being) or (have been)] accounted for.

_____ No further information is available at this time.

_____ Emergency medical services [(are here) or (are on the way) or (are not available)]

_____ Police [(are here) or (are on the way) or (are not available to us)]

_____ Fire Dept. /Paramedics [(are here) or (are on the way) or are not available to us)]

_____ [(are here) or (are on the way) or (are not available)].

_____ Communication center(s) for parents (is/are) being set up at _____

To answer questions about individual students.
Communication center(s) for families (is/are) being set up at _____

To answer questions about individual employees.
_____ Injuries have been reported at _____ and are being treated at the
site by (staff/professional medical responders). (#) _____ reported injured.

_____ Students have been taken to a safe area, _____, and are with
[(classroom teachers/staff) or ()].

_____ Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____.

_____ Confirmed deaths have been reported at _____.

_____ Structural damage has been reported at the following sites: _____.

Release restrictions: _____ No _____ Yes

If yes, what?

Released to the public as Public Information Release# _____
(Date/Time: _____)

Search and Rescue Teams

SEARCH AND RESCUE TEAM LEADER _____

Note: The number of teams will vary depending on the size of campus.

	NAMES	Radio	Keys	Hard Hat	Goggles	Bucket	Vest	Clipboard
1. _____								
SEARCH AND RESCUE TEAM #1 NOTES:	2. _____							

	1. _____							
SEARCH AND RESCUE TEAM #2 NOTES:	2. _____							

	1. _____							
SEARCH AND RESCUE TEAM #3 NOTES:	2. _____							

	1. _____							
SEARCH AND RESCUE TEAM #4 Notes	2. _____							

	1. _____							
SEARCH AND RESCUE TEAM #5 NOTES:	2. _____							

	1. _____							

S&R Team Leader

- Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving CP; include radio check. Advise teams of known injuries.
- Remain at CP table.
- Be attentive to all S&R related communications
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in room 20 would be recorded as "S/2=FM 20" in box under team #3.
- Utilize manpower pool to aid S&R, i.e., request for backboard and carryout or request for rescue equipment.

**Student Release Form
To be taken by Runner**

Please Print

Student's Name_____

Teacher_____ Grade_____

Requested By_____

To be filled in by Request Gate Staff

Proof of I.D._____ Name on Emergency Card_____

(yes) (no)

**Student' Status
To be filled in by teacher**

Sent with Runner_____ Absent_____ First Aid_____ Missing_____

To be filled in by Release Gate Staff

Proof of I.D._____ Name on Emergency Card_____

(yes) (no)

**To be filled in by Request
at Release Gate**

Requester Signature_____

Destination_____

Date: _____

Time _____

UPDATE REPORT

Name_____ Time_____

#_____ Children remaining at school

#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

UPDATE REPORT

Name_____ Time_____

#_____ Children remaining at school

#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

UPDATE REPORT

Name_____ Time_____

#_____ Children remaining at school

#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

UPDATE REPORT

Name_____ Time_____

#_____ Children remaining at school

#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

SCHOOL DISTRICT

NOTICE OF FIRST AID CARE

DATE: _____

SCHOOL: _____

Dear Parent

_____ was injured at school and has been given first aid. If you feel further care is necessary please consult with your family physician.

Destination: (If not presently on site) _____

Transporting Agency: (If not presently on site) _____

Time: _____

Remarks:

Please sign and return white copy to school. Retain a copy for your records.

Parent's Signature

School Representative's Signature

Note: 1 copy goes home with student

1 copy stays with teacher or medical treatment team records

DISTRICT WIDE EARTHQUAKE DRILL SITE OBSERVER CHECKLIST

Duck/Cover/Hold:

The teacher led duck/cover/hold by example

The students knew the proper procedure:

The students ☐ ducked under cover ☐ covered their eyes ☐ held on

The teacher gave instructions and reassurances

Teacher checked self and evaluated situation

Teacher asked students to check selves and others

Teacher evaluated situation and waited for class composure before asking for evacuation.

Teacher checked with buddy teacher

Aftershock (two minutes after first shock)

The teacher led duck/cover/hold by example

The students knew the proper procedure (see above section)

The teacher gave instructions and reassurances

Teacher checked self and evaluated situation

Teacher asked students to check selves and others

Teacher evaluated situation and waited for class composure before asking for evacuations.

Teacher checked with buddy teacher.

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Evacuation and Student Accounting:

Evacuation was orderly.

If there were no serious “injuries,” teacher evacuated with buddy teacher, one at front of line, one at rear. If a teacher was incapacitated, buddy teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the buddy teacher evacuated both classes to assembly area.

At assembly area, students sat down while teacher took roll.

Student Accounting Form was sent to Command Post

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Aftershock (nine minutes after main shock):

The teacher sat down or dropped

The students sat down or dropped

The teacher gave instructions and reassurances

Teacher asked students to check selves and others

Teacher assessed situation and waited for class composure before proceeding

Comments:

Logistics:

The bin was open when students arrived at the assembly area.
The Logistics person handed out supplies
The Command Post table, chairs, and materials (map, markers, etc.) were set up
Sweep & Rescue supplies and equipment were set out.

Command Post:

Campus Commander remained at Command Post during entire drill
Campus Commander made visual survey of assembly area from command post
Documentation Clerk kept log of all events
Team leaders reported to Campus Commander.
Communications Officer filled out Site Status Report and verified it with Commander
Communications Officer reported to District EOC, using Site Status Report

Sweep & Rescue: ☐ Team Leader charge Number of teams_____

Operations Chief or team leader made assignments, checked equipment, and
communicated with teams by two-way radio
Teams were dispatched teams to high priority areas first.
Each team member was properly attired (appropriate shoes, vest, hard hat, carrying dust
mask, goggles, whistle, flashlight)
S&R teams completed sweep of their assigned areas (covering entire campus)

Medical Team: Number of people assigned_____

First aid area was set up out of sight of the student assembly area
First aid barrel was located at the first aid area
Cots and stretchers were assembled
Victims were received and “treated”
A log was kept of all treatments

Comments:

Reunification: Request Gate:

Number of people assigned_____ Number who were volunteers_____

Number of parent requests processed_____

Table and chairs set up and materials available
Parents handled calmly and respectfully. Parent identification was verified.
Runners were available to handle requests
Student Release Forms were available for use

Reunion Gate:

Number of people assigned _____ Number who were volunteers_____

Number of parent requests processed_____

Table and chairs set up and materials available
Parents handled calmly and respectfully. Parent identification was verified.

Comments:

SITE STATUS REPORT

TO: _____ FROM : (Name) _____ LOCATION: _____
DATE: _____ TIME _____ PERSON IN CHARGE at site _____
Message via 2 way Radio _____ Radio _____ Telephone _____ Messenger _____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# sent to Hosp./med	Dead	Missing	Unaccounted for (away from site)	# released to parents	# being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE [checks damage/problem and indicate location(s)]

	Damage/Problem	Location(s)
	Gas leak	
	Water	
	Fore	
	Electrical;	
	Communications	
	Heating/cooling	
	other	
	other	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long? Overall condition of campus, neighborhood and street condition; outside agencies on campus& actions; names of injured, dead, missing and accounted for ASAP).

FIRE

Emergency Procedure Plan

If a fire at school, the following will be accomplished:

- A.** The Incident Commander will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** All Students and staff will be kept at a safe distance as a precaution against explosion.
- C.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- D.** Notify Kern County Fire Department or Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542
- E.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111
- F.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

EARTHQUAKE

EMERGENCY PROCEDURE PLAN

- E.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- F.** All students and staff will be kept at a safe distance as precaution against explosion.
- G.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- H.** Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
 City 324-4542
- I.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
 Police 327-7111
- J.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Psychological Trauma

EMERGENCY PROCEDURE PLAN

- K.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- L.** All students and staff will be kept at a safe distance as precaution against explosion.
- M.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- N.** Notify Kern County Fire Department of Bakersfield Fire Department.
- Telephone number: County 324-6551
City 324-4542
- O.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.
- Telephone number: Sheriff 861-3110
Police 327-7111
- P.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Unlawful Demonstration or Walkout

EMERGENCY PROCEDURE PLAN

- Q.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- R.** All students and staff will be kept at a safe distance as precaution against explosion.
- S.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- T.** Notify Kern County Fire Department of Bakersfield Fire Department.
- Telephone number: County 324-6551
 City 324-4542
- U.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.
- Telephone number: Sheriff 861-3110
 Police 327-7111
- V.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Spread of Flu, illnesses, and pandemic

EMERGENCY PROCEDURE PLAN

Preventive Actions:

- A. Stay at home when sick, for at least 24 hours after you no longer have a fever or signs of a fever without the use of fever-reducing medicines.
- B. Cover your coughs and sneezes with a tissue
- C. Wash you hands often with soap and water for at least 20 seconds.
- D. Clean frequently touched surfaces and objects.

School Actions:

- A. Prepared to allow staff and students to stay home if someone in their house is sick.
- B. Increase space between people at school to at least 3 feet, as much as possible
- C. Work closely with local public health officials and healthcare partners to conduct health risk assessments at the school, if warranted by the severity of the pandemic.
- D. Modify, postpone, or cancel large school events'
- E. Temporarily dismiss or suspend classes in rare circumstances, and determined by School Administration from communication with health officials.

Contamination of Food/Water

EMERGENCY PROCEDURE PLAN

- W.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- X.** All students and staff will be kept at a safe distance as precaution against explosion.
- Y.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- Z.** Notify Kern County Fire Department of Bakersfield Fire Department.
- Telephone number: County 324-6551
City 324-4542
- AA.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.
- Telephone number: Sheriff 861-3110
Police 327-7111
- BB.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Dangerous Pupils

EMERGENCY PROCEDURE PLAN

CC. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

DD. All students and staff will be kept at a safe distance as precaution against explosion.

EE. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

FF. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

GG. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

HH. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Severe Storm

Emergency Procedure Plan

If a fire occurs at school, the following will be accomplished.

- A.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- C.** Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
 City 324-4542
- D.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
 Police 327-7111
- E.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Severe Fog
Emergency Procedure Plan

If severe fog occurs at school, the following will be accomplished.

- A.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- C.** Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
 City 324-4542
- D.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
 Police 327-7111
- E.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Airplane Crash

Emergency Procedure Plan

If there is an Airplane Crash, the following will be accomplished:

- A.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** All students and staff will be kept at a safe distance as precaution against explosion.
- C.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- D.** Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

- E.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

- F.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Hazardous Material Release

Emergency Procedure Plan

If there is a Hazardous Material Release

- A.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** All students and staff will be kept at a safe distance as precaution against explosion.
- C.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- D.** Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542
- E.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111
- F.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Bomb Threat

Emergency Procedure Plan

If there is a bomb threat at school, the following will be accomplished:

- A.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** All students and staff will be kept at a safe distance as precaution against explosion.
- C.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- D.** Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

- E.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

- F.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Active Assailant/Gunfire and/or Threats

Emergency Procedure Plan

Active Assailant. If there is Gunfire and/or Threats at school, the following will be accomplished:

- A.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander. Use of the U.S. Department of Homeland Security's Run, Hide Fight Model in response to an active assailant.
- B.** All students and staff will be kept at a safe distance as precaution against Gunfire, threats and or explosion.
- C.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).
- D.** Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

- E.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111
	Call	911

- F.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Power Failure

Emergency Procedure Plan

If a power failure occurs at school, the following will be accomplished:

- The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- All students and staff will be kept at a safe distance as precaution against explosion.
- Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

- Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

- Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

En Route Emergency

Emergency Procedure Plan

If an En Route Emergency occurs, the following will be accomplished:

- A.** The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** All students and staff will be kept at a safe distance as precaution against explosion.
- C.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Disturbances/Disorders

Emergency Procedure Plan

If a disturbance or disorder occurs at school, the following will be accomplished:

- A.** The incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- B.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook)
- C.** Notify Kern County Fire Department or Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

- D.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

- E.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications).

Disturbances/Disorders

Animal Disturbance

If a disturbance or disorder occurs at school, the following will be accomplished: The School will follow the Standard Response Protocol (SRP) as necessary for the disturbance.

- F.** The incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
- G.** Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook)
- H.** Notify Kern County Fire Department or Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

- I.** Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

- J.** Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications).

Procedures for a Lock-Out

1. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
2. The Incident Commander will :
 - A. Announce on the intercom, "We are in a Lock-Out situation."
 - B. Call 911 to notify the Kern County Sheriff's Office or the Bakersfield Police Department
Additional Telephone numbers: Sheriff 861-3110, Police 327-7111
 - C. Notify the District Office. 836-6658
 - D. Implement School Incident Command System.
3. Staff members will close and lock all classroom doors and windows from the inside, as a method of controlling movement on campus. If safe, unassigned staff members should assist students as needed.
4. Teacher and students will continue on with their class work until it's announced that the Lock-Out situation is now safe.

Procedures for a Lock-Down During Instructional Time

1. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
2. The Incident Commander will:
 - A. Announce on the intercom, **“We are in a Lock-Down situation.”**
 - Any staff member can notify the Incident Commander that a Lock-Down is needed.
 - B. **Call 911** to notify the Kern County Sheriff’s Office or the Bakersfield Police Department.
Additional Telephone numbers: Sheriff 861-3110
Police 327-7111
 - C. Notify the District Office. 836-6658
 - D. Implement School Incident Command System.
3. Staff members will close and lock all classroom doors and windows from the inside, as a method of controlling movement on campus. If safe, unassigned staff members should assist students as needed.
4. Student and staff members immediately take cover in the classroom, using desks, chairs, and walls for protection.
5. Students not directly supervised (i.e. walking to the restroom or library, passing between class periods) will take immediate cover at the nearest available location.
6. Staff members take roll of students with them.
7. Staff members communicate with the Incident Commander (Control Center) via intercom phone or two-way radio, keeping them abreast of movement and activity on campus.
8. A system of placards is to be used for communication if other forms are unavailable.

Green= everyone is safe
Yellow= 1st aid required
Red= serious injuries/death
9. Remain in a cover position until the police arrive and announce all clear.
10. After police resolve the situation, staff members report to the Command Center and prepare for assembling and releasing students to parents or guardians.

Procedures for a Lock-Down During Recess

1. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.
2. The Incident Commander will:
 - A. Announce on the intercom, **“We are in a Lock-Down situation.”**
 - Any staff member can notify the Incident Commander that a Lock-Down is needed.
 - B. **Call 911** to notify the Kern County Sheriff’s Office or the Bakersfield Police Department.
Additional Telephone numbers: Sheriff 861-3110
Police 327-7111
 - C. Notify the District Office. 836-6658
 - D. Implement School Incident Command System.
3. Take Cover
 - Students and staff members near a building take immediate cover in the nearest room or building. Use desks, chairs, and walls for protection. If safe, unassigned staff members should assist students as needed.
 - Students and staff members farther out on the grounds should escape by running in a safe direction away from the threat and/or toward the agricultural fields. Assemble beyond the school grounds.
4. Staff members will close and lock all classroom doors and windows from the inside, as a method of controlling movement on campus
5. Student members take roll of students with them.
6. Staff members communicate with the Incident Commander (Control Center) via intercom phone or two-way radio, keeping them abreast of movement and activity on campus.
7. A system of placards is to be used for communication if other forms are unavailable.

Green= everyone is safe
Yellow= 1st aid required
Red= serious injuries/death
8. Remain in a cover position until the police arrive and announce all clear.
5. After police resolve the situation, staff members report to the Command Center and prepare for assembling and releasing students to parents or guardians.

OFFICE OF MARY C. BARLOW
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Advocates for Children

MEMORANDUM OF UNDERSTANDING BETWEEN THE
KERN COUNTY SUPERINTENDENT OF SCHOOLS –TEACHER INDUCTION PROGRAM
AND PARTICIPATING SCHOOL DISTRICTS, CHARTER SCHOOLS AND PRIVATE SCHOOLS

TEACHER INDUCTION PROGRAM

This Memorandum of Understanding (MOU) is entered into between the Kern County Superintendent of Schools (KCSOS), through its Teacher Induction Program and the participating public school districts, charter schools and private schools. The Teacher Induction Program is formerly known as the Beginning Teacher Support and Assessment-Induction Program (BTSA) and the Clear Education Specialist Induction Program (CESIP). The purpose of the Induction Program is to support educational entities by providing a credentialing program for their beginning teachers (general and special education) who have a preliminary or Level 1 credential and need a clear teaching credential.

RECITALS

This MOU is based on the following facts and understanding of the parties:

- A. KCSOS operates a Teacher Induction Program designed to support local educational entities that have employed new teachers who need additional credentialing. Through completion of the KCSOS Teacher Induction Program, teachers with a preliminary or Level 1 credential may receive a clear general education (multiple subject/single subject) and/or clear special education teaching credential.
- B. For purposes of this MOU, "educational entity" means public schools, including charter schools, private schools and educational programs offered to inmates by the Department of Corrections and Rehabilitation/Division of Rehabilitation Programs/Office of Correctional Education.
- C. The educational entity participating in this MOU employs new teachers with a preliminary credential and desires that such teachers obtain either their clear general education credential and/or their clear special education credential. Such educational entity desires KCSOS to provide the new teachers the support, training and assessment necessary to facilitate this endeavor.
- D. KCSOS is willing to provide the participating educational entity's new teachers the necessary support, training and assessment pursuant to the terms set forth below.
- E. For purposes of this MOU, the term "Candidate" means a new teacher who has a preliminary credential, is employed by an educational entity, and who seeks a clear general education credential and/or a clear special education credential.
- F. For purposes of this MOU, the term "Mentor" means an experienced teacher, employed by the educational entity, assigned to serve as a mentor for a Candidate enrolled in the teacher induction program.

G. The Teacher Induction Program is a performance based, support system developed collaboratively by practitioners and researchers under the direction of the California Department of Education and the California Commission on Teacher Credentialing to support the professional development of Candidate. As developed and modified by KCSOS, this Program focuses on the development of a Candidate's professional practice by combining the ongoing support/assistance of a trained Mentor with professional activities designed to promote continuing refinement of teaching practices, within the teacher's specific teaching context. Through the Program, Candidates deepen their understanding and application of the Induction Program Standards, the California Standards for the Teaching Profession, the state adopted Common Core State Standards for students, as well as curriculum frameworks. Modifications to the system of support are made yearly by KCSOS, as needed, in compliance with the Induction Program standard requirements and Program design.

H. Local post-secondary schools (Universities) may also participate in the KCSOS Teacher Induction Program by serving on the steering committee, monitoring graduate and professional development courses and participating in program evaluation activities. KCSOS will provide and/or arrange for any necessary support, training and/or assessment through its induction program.

TERMS

1. **Recitals.** The above Recitals are incorporated herein and any terms contained in the Recitals are also terms of this MOU.

2. **Selection of Candidates and Mentors.** The participating educational entity will submit eligible personnel as Candidates and select Mentors subject to KCSOS's current qualification and selection criteria. KCSOS reserves the right to reject any such individual. KCSOS's right to reject shall be exercised reasonably and lawfully. KCSOS may revoke an individual Candidate's or Mentor's eligibility upon a determination by KCSOS that the individual's performance is inconsistent with its qualification and selection criteria. Upon revocation, the participating educational entity shall endeavor to provide a suitable replacement.

3. General Responsibilities of KCSOS.

- a. KCSOS will provide and/or arrange for the support, training and assessment through its induction program for Candidates and Mentors.
- b. KCSOS will maintain accurate records regarding the participation in the induction program by Candidates and Mentors.
- c. KCSOS will provide to each entity the approved Mentor qualification and selection criteria based upon accreditation requirements, the Mentor training required to provide appropriate and effective support to teachers enrolled in the induction program, and the system or process for assessing Mentor effectiveness to school districts.
- d. KCSOS will supply the reports and other information on all matters related to the induction program requirements and activities to the California Commission on Teacher Credentialing and the California Department of Education.
- e. KCSOS will facilitate program evaluations as required by the California Commission on Teaching Credentialing.
- f. KCSOS will convene a steering and advisory committee composed of representatives of KCSOS educational entities and develop other administrative processes as provided for in the approved Induction Program Standards.

4. Disenrollment of Individual Candidates by KCSOS. Upon 10 days' written notice to the Candidate and employing educational entity, KCSOS shall have the authority to disenroll or refuse to recommend for a clear credential any Candidate who engages in misconduct including, but not limited to, academic dishonesty, unprofessional conduct, immoral conduct, discrimination or harassment in violation of applicable law, or any failure to meet program requirements. KCSOS shall be paid for services rendered up to the date of disenrollment. If the teacher's employing School District is dissatisfied with KCSOS's determination under this provision it may appeal to the Associate County Superintendent of Schools, or designee, whose decision shall be final.

5. General Responsibilities of the Participating Educational Entity. The participating educational entity agrees to:

- a. Appoint an administrative contact, employed within the educational entity who shall fulfill the program roles and responsibilities necessary to implement the induction program as described by KCSOS; these responsibilities include, but are not limited to, attending three district contact meetings per year, facilitating Candidate enrollment, communicating with program leadership, reviewing participant data provided by program staff, monitoring participant progress, provide feedback to district participants regarding program completion expectations, and scheduling annual district 'Induction Program Administrator Support & Guidance' training.
- b. Provide release time for district and site administrators to attend the annual 'Induction Program Administrator Support & Guidance' training as scheduled by KCSOS.
- c. Provide KCSOS with a list of all new hires and the credential(s) held by each, updated monthly.
- d. Identify new teachers as per credentialing requirements who must participate in the Induction Program.

- e. Inform teachers who must participate, about induction and the requirements to clear their credential(s).
- f. Enroll all teachers who must participate in the KCSOS Induction Program.
- g. Provide experienced and qualified mentor teachers to work as Mentors for those Candidates in the induction program. Mentors must meet the Induction Program Mentor qualifications/selection criteria and requirements as determined by KCSOS. Mentors must meet with the Candidates in the program at least one hour per week and provide ongoing assistance and support.
- h. Ensure that its Mentors have been trained in the current program support structures. The required training may be provided by either a KCSOS trainer or a trained Mentor authorized by KCSOS. Mentors must be provided release time as necessary to participate in program training and support activities and to observe and meet with their Candidates.
- i. Ensure that Candidates and Mentors attend required induction program meetings, training and support activities. Ensure that Candidates attend professional development appropriate to the Candidates' need to fulfill the requirements of the induction program. Ensure that Candidates are provided release time to meet with their Mentors and to observe other exemplary teachers in their classrooms.
- j. Ensure that Candidates have opportunities to meet all completion requirements in order to be recommended for a clear credential.
- k. Ensure that administrative staff respect the confidentiality between the Mentor and the Candidate. Ensure that induction program/activities related to work with his/her Mentor will have no relationship to teacher evaluation. The site administrator will provide opportunities for the Mentor and the Candidate to meet in a private place to interact. Nothing in this section is intended to prevent the transmission of information concerning a Candidate which relates to conduct which may be subject to discipline or bear on the safety of students or employees.
- l. Establish and maintain records and evidence as indicated in the approved Induction Program Standards.
- m. Participate in the program evaluation as described in the Induction Program Standards.
- n. Provide release time and/or compensation for Mentors as necessary to meet the induction program requirements.
- o. Ensure that educational entity's Mentors execute the KCSOS Teacher Induction Program Mentor Agreement. Ensure that the Mentor complies with the KCSOS expectations associated with completion of the induction program. Regularly assess the quality of services provided by Mentors to Candidates (using criteria and data provided by the KCSOS Teacher Induction Program, as well as district measures). Ensure that clear procedures are in place for the reassignment of Mentors, if the pairing of the Candidate and Mentor is determined to not be effective by district and/or KCSOS Teacher Induction Program criteria.
- p. Ensure that Candidates meet all completion requirements for their credential

- q. Ensure that Candidates execute the KCSOS Teacher Induction Program Candidate Agreement. Ensure that Candidates comply with the KCSOS expectations associated with completion of the induction program.
- r. Ensure that as a partner with KCSOS, the following preconditions set forth by the Commission on Teacher Credentialing (CTC) in the Teacher Induction Program Preconditions are met:
 1. Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
 2. The Induction Program must identify and assign a mentor to each Candidate within the first 30 days of the participant's enrollment in the program, matching the mentor and Candidate according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
 3. Each Induction Program must assure that each Candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
 4. Goals for each Candidate must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the Program.
 5. The ILP must be designed and implemented solely for the professional growth and development of the Candidate and not for evaluation for employment purposes.
 6. An Induction Program sponsor must make available and must advise participants of an Early Completion Option for "experienced and exceptional" candidates who meet the Program's established criteria.

6. **Price, Billing and Payment.** The educational entity shall pay the fees indicated on Appendix A (Menu of Services) according to the credential and program status of their Candidates. Participating Kern County Public School Districts hereby authorize payment of teacher participation fees by budget transfer to KCSOS bi-annually.

All other participating educational entities may elect to be invoiced and shall pay within 30 calendar days of receipt of invoice from KCSOS.

If payment is not received within 30 days after the date of the invoice, KCSOS may impose a late fee of \$50.00 and may assess 1.5 percent simple interest on the unpaid invoice monthly with interest beginning to accrue on the invoice due date.

7. **Materials Developed by the KCSOS Teacher Induction Program.** The parties agree that all rights, including copyright, in any products, materials and publications developed by the Teacher Induction Program are assigned to and shall become the exclusive property of KCSOS.

School Districts and their employees, staff and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the express written permission of the Teacher Induction Program.

The KCSOS Teacher Induction Program shall have the authority to adapt and adopt materials that support the approved program.

8. **Term.** The term of this MOU shall be for an initial one-year term beginning July 1, 2022, and continue through June 30, 2023. This MOU supersedes any previous MOU entered into by the parties concerning the induction program.

9. **Early Termination.** This MOU may be terminated without cause by either party. The party desiring termination must provide written notice to the other party. Termination will be effective no sooner than 30 calendar days after actual receipt of the written notice.

This MOU may be terminated with cause by any party if another party fails to comply with the insurance or indemnification requirements, or otherwise commits material breach of this MOU. Termination will be effective 10 calendar days after a written demand to cure is provided and the party fails to cure.

The indemnification provisions contained in this MOU shall survive early termination.

10. **Limitation on Damages.** The parties agree and stipulate for all purposes that if KCSOS does not fully perform, pursuant to this MOU, the other parties pecuniary damages shall not exceed the sum total paid by such party during the pertinent fiscal year. Additionally, the parties agree and stipulate for all purposes that there are no peculiar circumstances or facts made known to KCSOS or which should otherwise be known to KCSOS which might result in a special or peculiar harm to the other parties to this MOU.

This provision shall survive expiration or early termination of the MOU.

11. **Indemnification.** Each party agrees to defend, hold harmless, and indemnify the other parties (and their officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorney fees), losses, penalties, fines, costs, and liability, whether in contract, tort, or strict liability (including but not limited to personal injury, death at any time, and property damage) arising out of or made necessary by the indemnifying party's breach of the terms of this MOU or by the act or omission of the indemnifying party in providing services under this MOU.

In the event that any action or proceeding is brought against a party by reason of any claim or demand discussed in this section, upon notice from the party, the indemnifying party shall defend the action or proceeding at the indemnifying party's expense through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorney fees and investigation costs and all other reasonable costs, expenses and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost or damage caused solely by the active negligence or by the willful misconduct of the other party.

This provision shall survive the expiration or early termination of this MOU.

12. **Insurance.** Each party shall obtain, pay for, and maintain in effect during the life of this MOU the following policies of insurance issued by a company rated not less than "A-VII" in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability (including contractual, products, and completed operations coverages, bodily injury, and property damage liability) with single combined limits not less than \$1,000,000 per occurrence, \$2,000,000 aggregate; (2) commercial automobile liability for "any auto" with combined single limits not less than \$1,000,000 per occurrence; and (3) workers' compensation insurance as required under state law. Each party's policy shall contain an endorsement naming the other parties as additional insureds insofar as this MOU is concerned and provide that written notice shall be given to the other parties at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage.

Each party shall furnish the other parties with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other parties' original insurance policies

upon request. Upon notification of receipt of a notice of cancellation, change, or reduction in coverage, each party shall immediately file with the others a certified copy of the required new or renewal policy and certificates for such policy.

The insurance afforded by KCSOS shall be primary in matters alleged to have resulted primarily from actions of KCSOS personnel. The insurance afforded by a participating educational entity shall be primary in matters alleged to have resulted primarily from actions of its personnel. In such circumstances, the insurance of other party shall be secondary and non-contributing.

If any of the insurance coverage required under this MOU is written on a claims-made basis, the responsible party shall either (i) maintain said coverage for at least one (1) year following the termination of this MOU with coverage extending back to the effective date of this MOU; or (ii) purchase an extended reporting period of not less than one (1) year following the termination of this MOU.

If a party is, or becomes during the term of this MOU, permissibly self-insured under California law or becomes a member of a self-insurance pool, that coverage must be equivalent to the insurance coverage and endorsements required above. The other parties are not obligated to not accept such coverage unless they determine, in their sole discretion and by written acceptance, that the coverage is equivalent to the above-required coverage.

For all purposes related to this MOU, the parties stipulate that KCSOS is a member of the self-insurance pool known as Self Insured Schools of California (SISC), and that the coverage provided is the equivalent of that required by this MOU.

Each party shall pay their own deductibles and self-insured retentions.

Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this MOU.

13. Entire Agreement. This MOU, including any exhibits or schedules to which it refers, constitutes the final, complete, and exclusive statement of the terms of the agreement between the parties pertaining to the subject matter described in the Recitals. It supersedes all prior and contemporaneous understandings or agreements of the parties. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or warranty outside those expressly set forth in this MOU.

14. No Third Party Beneficiaries. The parties to this MOU are KCSOS and the participating educational entity. Although the Candidates and Participating Mentors benefit from this MOU, they are incidental beneficiaries only and they are not intended to be third party beneficiaries of this MOU. It is the parties' intention that there are no third party beneficiaries to this MOU.

15. Status of the Parties. The parties agree that in performing the services specified in this MOU, each party shall act as an independent contractor. Except as specified in this MOU, each party shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law. The personnel of each party are not entitled to participate in any pension plan, insurance, bonus or similar benefits the other parties provide for their employees.

Any employee, assistant or independent contractor retained by a party to perform the services required by this MOU shall be the sole responsibility of such party and not of the other parties. Each party shall determine the hours during which the services shall be performed and the sequence of tasks, subject to the reasonable business needs of the other parties.

16. Employment Status. At all pertinent times during this MOU and for all purposes related to the MOU, each party's employees shall be the employee of only such Party and shall not be a co-employee of any of the other parties.

For each of their employees providing services pursuant to this MOU, each party shall be solely responsible for withholding applicable payroll taxes and contributions including, but not limited to, federal, state, and local income taxes, FICA, FUTA, state unemployment, workers' compensation, and disability insurance. Each party agrees to hold harmless, indemnify, and defend the other parties from any liability resulting from a failure to make such payments, including self-employment taxes.

If, in the context of this MOU, a party is held to be an employer or co-employer of another Party's employee, then such party shall be held harmless and indemnified by the employing party from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties, and interest charges incurred as a result of that holding.

17. Amendment. The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

18. Waiver. Any of the terms or conditions of this MOU may be waived at any time by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction either of that term or condition as it applies on a subsequent occasion or any other term or condition of this MOU.

19. Assignment. No party may assign any rights or benefits or delegate any duties under this MOU without the written consent of the other party or parties. Any purported assignment without written consent shall be void.

20. Notices. Any notice under this MOU shall be in writing. Any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that notices be sent by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

21. Licenses and Permits. Each party represents that its personnel who will render services are fully qualified and competent to provide the services called for under this MOU. Each party represents that any permits or licenses required to be held by such personnel to perform the services called for under this MOU are current.

22. Nondiscrimination. Neither party, nor any officer, agent, employee or subcontractor of a party, shall discriminate in the treatment or employment of any individual or groups of individuals on any ground prohibited by law, nor shall any of them harass any person in the course of performing this MOU based on gender or any other basis prohibited by applicable law.

23. Compliance with Law. In the course of performing this MOU, each party shall observe and comply with all applicable Federal, State, and local laws, regulations, and ordinances now in effect or subsequently enacted.

24. Venue and Governing Law. The laws of the State of California shall govern the terms and conditions of this contract with venue in Kern County.

25. **Counterparts.** This MOU may be executed in any number of counterparts with the same effect as if the parties had all signed the same document. All counterparts shall be construed together and shall constitute one agreement.

SCHOOL DISTRICT

Lakeside Union SD

By _____

Signatory Name: Dr. Rhonda Taylor

Title: Superintendent


Address: 14535 Old River Road

Bakersfield, CA 93311

Date: _____

MARY C. BARLOW

KERN COUNTY SUPERINTENDENT OF SCHOOLS

By 

Signatory Name: Tina Foster

Title: Chief Financial Operations Officer

Address: 1300 17th Street, Bakersfield, CA 93301

Acct Code: 01-704-0585-0-8677.00-0000-0000-00

Date: 6-13-22

Approval for Transfer. Payment by Kern County Public School Districts will be in the form of a fund transfer and will occur two times per year.

District Account line charged will be: _____

**APPENDIX A
MENU OF SERVICES**

Participating Educational Entities shall pay the fees indicated on this Menu of Services according to the credential and induction program status of their Candidates.

**TEACHER INDUCTION
General Education & Special Education**

Category	Description	Participation Fee
2-year program	Regular Induction experience (General and/or Special Education) <i>Requires assignment of Mentor</i>	\$3,350 each year
1-year program	<p>Holds a Preliminary credential in both General & Special Education: Completed one year of Teacher Induction in one setting (General OR Special Education)</p> <ul style="list-style-type: none"> • Completes year 2 in the other setting <p><i>Requires assignment of Mentor</i></p> <p align="center">OR</p> <p>Holds a Preliminary credential in Special Education: Completed two-year Induction Program in a General Education class, no prior experience in a Special Education class-</p> <p><i>Requires assignment of a Mentor</i></p>	\$3,350 for the one year
ECO (Early Completion Option)	<p>Upon KCSOS eligibility approval, Candidate completes two years in one:</p> <ul style="list-style-type: none"> • Senate Bill 57 (Scott) – the intent of the law is to serve <i>experienced and exceptional candidates</i>; • Applicable to teachers who were the “teacher of record” for one year or more; • Complete and turn in ECO application within established timeline – Candidates are accepted based on program criteria and district verification of eligibility. <p><i>Requires assignment of Mentor</i></p>	\$5,475 total fee
A & A (Advice and Assistance)	<p>Candidate did not complete requirements for the year:</p> <ul style="list-style-type: none"> • Required meeting with the Candidate’s District designee and Program designee; <ul style="list-style-type: none"> ◦ Construction of specific completion plan with timeline for completion • Additional paperwork, document review and monitoring 	\$1,000 total fee

	May require additional assignment of Mentor	
Category	Description	Participation Fee
41-I	<p><u>General Education Credential:</u> Completed a Clear Education Specialist Program with another agency (verification of CESIP completion required (e.g., Clear Education Specialist credential, program transcripts). Now holds preliminary General Education Credential:</p> <ul style="list-style-type: none"> ○ One meeting with Coordinator- verification of all general education program requirements completed; ○ 41-I Induction form (State required verification form) given with directions for credential clearing procedures <p><i>*No Mentor Needed</i></p> <p><u>Special Education Credential:</u> Completed a General Education Clear Program with another agency (verification of completion required (e.g., Clear credential, program transcripts)</p> <ul style="list-style-type: none"> ○ One meeting with Coordinator- verification of all special education program requirements completed; ○ All professional development requirements met ○ 41-I Induction form (State required verification form) given with directions for credential clearing procedures <p><i>*No Mentor Needed</i></p>	\$175 total fee
PD Req	<p>Holds a Clear credential in either General Education or Special Education, and a Preliminary credential in the other.</p> <ul style="list-style-type: none"> • In initial meeting with coordinator, it is determined that Professional development requirements have not been met: <ul style="list-style-type: none"> ○ Create professional development plan ○ Program monitoring of progress & completion of plan ○ Follow-up meeting to review and verify Candidate's professional development completion; • Program verification of completion of requirements • 41-I Induction form (State required verification form) given with directions for credential clearing procedures <p><i>*No Mentor Needed</i></p>	\$350 total fee

Quality BiddersSM Software Services Agreement

This Software Services Agreement ("Agreement") is entered into on _____ ("Effective Date") by and between Colbi Technologies, Inc., a California corporation, having its principal place of business at 13891 Newport Avenue, Suite 150, Tustin, CA 92780 ("Colbi"), and Lakeside Union School District, having its principal place of business at 14535 Old River Rd, Bakersfield, CA 93311 ("Customer").

1. Software Services Provided by Colbi. In support of Customer's building program and during the Term of this Agreement, Colbi will provide Quality BiddersSM software services ("Services") as set forth in Exhibit A (Exhibits).

2. Customer License Grant. Subject to the terms and conditions of this Agreement, Colbi grants to Customer, and Customer accepts, a non-exclusive, non-transferable, non-sub-licensable, world-wide, royalty-free license for the Term to: (i) access and use the Services, and (ii) use any of Colbi intellectual property included or embodied therein, in each case, solely for Customer's own internal business purposes, and subject to the terms and conditions of this Agreement. Customer's License for the Services is subject to such hosting policies, guidelines and specifications as Colbi may reasonably establish from time to time. Colbi reserves right, title and interest in and to the Services, including all related intellectual property rights. No rights are granted to the Customer other than as expressly set forth herein.

3. License to Host Customer Data. Subject to the terms and conditions of this Agreement, Customer grants Colbi a worldwide, limited-term license to host, copy, transmit and display Customer data as necessary to provide the Services in accordance with this Agreement. Subject to the limited licenses granted herein, Colbi acquires no right, title or interest in or to Customer data.

4. License to Use Feedback and Summarized Data. Subject to the terms and conditions of this Agreement, Customer grants Colbi a worldwide, perpetual, irrevocable, royalty-free license to use and incorporate into the Services any suggestion, enhancement request, recommendation, correction or other feedback provided by Customer or Users relating to the operation of the Services. Customer authorizes Colbi to use Customer summarized data for the purpose of enhancing Services, including but not limited to training and adaptive software tools.

5. Customer Responsibilities. Customer shall: (i) identify persons authorized to access Services on their behalf (authorized users, or Users), (ii) be responsible for Users' compliance with this Agreement, (iii) be responsible for the accuracy and quality of their data and the means by which that data is collected, (iv) use commercially reasonable efforts to prevent unauthorized access to or use of Services, and notify Colbi promptly of any such unauthorized access or use, (v) use Services in accordance with the documentation and applicable laws and government regulations, and (vi) comply with the terms and conditions of this Agreement.

6. Fees and Payment Terms. Customer shall pay to Colbi all fees in accordance with the terms specified in Exhibits. All payments are due and payable within 30 days upon receipt as shown on the invoice from Colbi. All fees are exclusive of all federal, state, local, and other taxes, duties, or charges applicable to the hosting, and support, and all of such taxes, duties or charges are the sole responsibility of Customer. Customer agrees to pay all such taxes, duties or charges immediately upon receipt of an invoice from Colbi or applicable taxing authority. Any fees or undisputed payments not paid when due will be subject to interest at the rate of 18% per annum.

7. Invoices. Following the service commencement date as defined in Exhibits, yearly recurring fees will be billed in advance of, or around the anniversary of, the Term.

8. Warranty Disclaimer. Colbi does not promise that the Services will be uninterrupted, error-free, or completely secure. Colbi does agree to provide fully functional software with 99.9% uptime commitment as described in Exhibits, excluding scheduled maintenance and updates (also as described in Exhibits). Customer acknowledges that there are risks inherent in Internet connectivity that could result in the loss of their data. Colbi agrees to backup Customer's data nightly. Colbi disclaims any and all warranties not expressly stated in this Agreement and Exhibits.

9. Limitations of Liability. In no event shall Colbi be liable for any lost revenue, lost profits, direct or indirect, special, incidental, consequential or punitive damages, however caused and under any theory of liability, whether in contract, tort (including negligence and strict liability) or otherwise, arising out of this agreement, even if advised of the possibility of such damages, and notwithstanding any failure of purpose of any limited

remedy. In no event shall Colbi be responsible for loss of data or records of Customer or any third party beyond the 30-day backup period included in the Services, unless Customer purchases extended backup. Customer shall be responsible for ensuring proper and adequate backup and storage of its data for any additional period. Except for claims based on Colbi's willful misconduct, the maximum aggregate liability of Colbi under any theory of law (including breach of contract, tort, and strict liability) shall not exceed one (1) times the yearly recurring service fees in effect for the Services at the time of the occurrence of the event(s) giving rise to the claim.

10. Indemnity

10.1 Indemnity by Colbi. Colbi shall defend Customer against any third-party claims arising out of (i) Colbi's actual or alleged gross negligence, willful misconduct, or violation of law (ii) any breach by Colbi of this Agreement, or (iii) a claim by a third party alleging that the Services infringe on any intellectual property of a third person, and indemnify Customer from the resulting losses, damages, and costs and expenses (including reasonable attorneys' fees) awarded to the third party by a court of competent jurisdiction or pursuant to a settlement agreement. Customer shall give prompt notice of any claim to Colbi. Colbi may settle, at its sole expense, any claim for which Colbi is responsible under this Section.

10.2 Termination for Infringement Claim. If Colbi or any of its customers is faced with a credible claim that the Services infringe on the intellectual property rights of a third party, and Colbi is not reasonably able to obtain the right to use the infringing element or modify the Services such that they do not infringe, then Colbi may terminate the Services on reasonable notice of at least 30 days, and will not have any liability on account of such termination except to refund amounts paid for Services not used as of the time of termination.

10.3 Indemnity by Customer. Customer shall defend Colbi against any third-party claims arising out of (i) any actual or alleged Customer negligence, willful misconduct, or violation of law, (ii) any breach by Customer of this Agreement, or (iii) any violation of Customer's agreement with Client or Users of the Services, and indemnify Colbi from the resulting damages. Colbi shall give prompt notice of any claim to Customer. Customer may settle, at its sole expense, any claim for which Customer is responsible under this section, subject to the reasonable approval of Colbi. Colbi may employ counsel at their own expense and participate in the defense and/or settlement. The foregoing indemnification obligation will not apply to claims that are finally adjudicated to have been primarily caused by the gross negligence or willful misconduct of Colbi.

11. Suspension of Services. Colbi may suspend Services without liability if: (i) there is an attack on servers providing Customer Services; (ii) Colbi reasonably believes that the suspension of Service is necessary to protect the Colbi network or other customers; or (iii) required by law. Colbi will give Customer advance notice of a suspension, if possible.

12. Term and Termination

12.1 Term. The initial term of this Agreement begins on the date set forth in Exhibits and continues for a one year period ("Initial Term"). This Agreement will continue for successive one-year periods ("Extended Term"), unless either party gives written notice of its intention not to renew at least 30 days in advance. There are a maximum of four (4) Extended Terms periods, at which point this Agreement may be renewed with written agreement of both parties.

12.2 Termination of Agreement. Colbi may terminate this Agreement prior to the expiration of the Term if Customer fails to pay any fee, charge or any other amount owed by Customer to Colbi within 15 days after Colbi notifies Customer that Customer is in default of this Agreement if Customer fails to cure the default within such 15-day period. Customer may terminate this Agreement if Colbi fails to cure any default of this Agreement within 30 days of written notice.

12.3 Effect of Termination or Expiration. Upon the termination or expiration of this Agreement, all licensed rights granted to Customer under paragraph 2 pursuant to this Agreement shall terminate immediately. Expiration or termination of this Agreement will not relieve Customer of its obligation to pay any undisputed fees or other undisputed payments that are due to Colbi. Notwithstanding anything to the contrary herein, the terms and conditions of paragraphs 8, 9, 10, 12, 13, and 15 shall survive and continue in full force and effect after expiration or termination of this Agreement.

13. Notices. All notices, requests, demands, and other communications made in connection with this

Agreement shall be in writing to the address set forth above and shall be deemed to have been duly given (a) on the date of delivery, if delivered by hand or express delivery service, or (b) by certified or registered mail, postage prepaid, return receipt requested

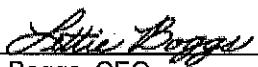
14. Force Majeure. Neither party will be liable to the other party for failure or delay in the performance of a required obligation if such failure or delay is caused by strike, riot, fire, flood, earthquake, civil unrest, interruption, error, or malfunction resulting from natural disaster; transportation problems; defects of third-party software, hardware, communications, or power supplies; actual or threatened war or terrorist acts; Acts of God; and other acts, events, or circumstances beyond its reasonable control.

15. General Provisions. This Agreement, together with the exhibits, constitutes the entire Agreement between the parties with respect to the subject matter and supersedes all other oral or written representations, understandings or agreements relating to the subject matter. This Agreement may be amended or modified only in writing and signed by both parties. Each party is an independent contractor and not an agent, partner, or representative of any other party. The rule of construction that ambiguities are to be resolved against the drafting party may not be employed in the interpretation of this Agreement. Neither party will assign any rights, under this Agreement without the prior written consent of the other party, except that Colbi may assign its rights, in the event of a sale of its business or assets. The waiver or failure of either party to exercise in any respect any right provided for in this Agreement will not be deemed a waiver of further rights under this Agreement. If any particular portion of this Agreement shall be adjudicated to be unenforceable, this Agreement shall not be deemed null and void and shall be deemed amended to delete therefrom the portion thus adjudicated to be unenforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the day and year first hereinabove written.

Colbi Technologies, Inc.

Lakeside Union School District



Lettie Boggs, CEO

Name

August 31, 2022
Date

Title

01-0679534
Federal I.D.#

Date

EXHIBIT A
Quality BiddersSM Software Services

During the term of this Agreement, Colbi will provide Quality BiddersSM software services as described below. Services include the following:

Managed Services

- Provide standard on-line bidders questionnaire
- Monitor, manage, and remediate network and servers including administration infrastructure
- Site availability monitoring and remediation
- Data backup and recovery with 30-day retention
- Enforce commercially reasonable data security

Support Services

- Application updates to Quality BiddersSM
- Live phone support during normal business hours (Pacific Standard Time)¹.
- Support via the Colbi helpdesk is available 24/7, with response time to support requests by the next business day; reference below Classification and Resolution of Issues.
- Best Practice Advisories and Alerts

Fees for Services

- One-Time Implementation Fee: Waived
- CUPCCAA Only Annual Software Service Fee: \$2,500 per year
- CUPCCAA Review Service Fee (Optional): \$5,000.00 per year
 - Colbi will provide daily monitoring of CUPCCAA registration applications. Colbi will register contractors for Customer informal bidding based on our ability to verify Contractor License and DIR registration. During the month of November, Colbi will mail out a written notice on behalf of the Customer, to construction trade journals designated by DIR for the District, inviting all licensed contractors to submit registration applications for inclusion on the Customer's CUPCCAA informal bidding list for the next year.

Service Commencement Date: _____

Availability

Colbi commits to 99.9% uptime and availability of Quality BiddersSM software (the "99.9% Uptime Commitment"), excluding scheduled maintenance and other occurrences not constituting Downtime (as defined below).

Classification and Resolution of Issues

Colbi will classify, respond to and resolve a reported technical issue (an "Issue") with Quality BiddersSM software that cannot be resolved immediately through phone support as follows:

- **Severity 1 Issues:** Colbi will devote commercially reasonable efforts to provide Issue resolution for Severity 1 Issues within two hours after receipt of notification and verification of the Issue.
 - Quality BiddersSM software down, or major portions of Services down, that impacts the availability of the software or has degraded the software performance resulting in the inability to effectively use the software, with no known workaround.
 - Security attack or threat, malware or virus that has circumvented Colbi's security procedures. Colbi will give the highest scheduling priority and devote its best available resources to respond to Severity 1 Issues within 15 minutes of notification.
- **Severity 2 Issues:** Colbi will give the next highest scheduling priority and devote its available resources to respond to Severity 2 Issues within two hours of notification of the Issue. Colbi will devote commercially reasonable efforts to provide Issue resolution for Severity 2 Issues within twenty-four hours after receipt of notification and verification of the Issue.
 - Non-critical software features or operations are not functioning correctly, but do not impact the entire software application or all users.
 - Provide (or remove) access for Customer authorized users, reset Customer account passwords, or unlock Customer accounts.
 - Emergency backup or backup restoration
- **Severity 3 Issues:** Colbi will give the next highest scheduling priority and devote its available resources to

¹ Excludes weekends and holidays.

respond to Severity 3 Issues within four hours of notification of the Issue. Colbi will devote commercially reasonable efforts to provide Issue resolution for Severity 3 Issues within one calendar week after receipt of notification and verification of the Issue. The above resolution times are estimates that may be impacted by a variety of variables beyond Colbi's control. Colbi strives to address every Issue with the goal of absolute responsiveness and the fastest path to resolution.

- o Minor bug fixes.
- o An incident with little impact on data or user experience and can be handled on a scheduled basis.
- o Problems affecting small group of users.

Monitoring

In order to support the 99.9% Uptime Commitment as defined below, Colbi proactively monitors 24 hours a day, 7 days a week, 365 days a year all network devices, servers, storage, and hosted software for performance and availability. If any issues are detected, alerts are automatically dispatched to the Colbi Support Team.

Hours of Operation

- Standard Hours of Operation: 8:00 AM - 5:00 PM PST Monday - Friday (except holidays²)
 - o During standard operating hours Colbi will respond to Severity 1, Severity 2 and Severity 3 Issues.
- After-Hours Operation: 5:00 PM - 8:00 AM Monday - Friday, weekends, and holidays⁵
 - o Support during after-hours will be provided via an on-call system only for Severity 1 Issues. Response to such Severity 1 Issues may be delayed for up to 1 hour from the standard response time set forth above. Severity 2 and Severity 3 Issues will be responded to on the next business day.

Requesting Support

- Authorized Users may submit a support case, or issue, through the Colbi helpdesk by emailing to qbsupport@colbitech.com
 - o Users should always include as much information as possible about their Issue to assist Support Technicians diagnose, prioritize, and resolve.
- Authorized Users may call 1-714-505-9544 to speak to a Support Technician during business hours.
 - o Questions on how to use the software are answered quickly and may involve live on-screen assistance;
 - o Any Issue not resolved during the phone call will be assigned a Support Case for Issue resolution.

Maintenance and Updates

High-quality service and availability requires Colbi to perform routine maintenance and updates on its infrastructure and software applications. While this work is performed, access to Quality BiddersSM may be suspended — suspension of access for scheduled maintenance and updates does not constitute "Downtime." Colbi's goal is to minimize the impact of downtime and potential outages on Customer. Unless Colbi is responding to an emergency situation, maintenance and upgrade activities will be conducted during scheduled maintenance periods. The Customer will be notified in advance in the event that maintenance and upgrade activities extend outside of scheduled maintenance periods. Scheduled Maintenance and Updates includes the following:

Service	Description	Suspension of Access	Scheduled Maintenance
Daily (Planned)	Routing maintenance and repairs, security updates, equipment replacement	0 hours	Monday – Saturday 10PM – 2AM PST
Minor (Planned)	Infrastructure maintenance, full backup and/or recoveries	Up to 4 hours	1 st and 3 rd Saturday 10PM – 2AM PST
Major (Planned)	Network & hardware upgrades, software & database updates, OS & application patching, performance testing & troubleshooting, changes to server configurations, and migrations	Up to 12 hours	3 rd Saturday 10PM Sat thru 10AM Sun PST

² Colbi observes the following holidays: New Year's Day, President's Day, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day, Day after Thanksgiving, and Christmas Eve, Christmas, New Year's Eve. If a holiday falls on a weekend, an adjacent weekday is observed as a holiday.
Colbi Technologies, Inc.
#20190530

OFFICE OF MARY C. BARLOW
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Advocates for Children
KERN COMMUNITY MENTORING
AMERICORPS PROGRAM

*Service Site Placement Agreement
Between Kern County Superintendent of Schools and Lakeside Union School District.*

The parties hereby enter into this Agreement for the purpose of placing AmeriCorps Members to serve as mentors to students in Lakeside Union School District (2 full-time members).

A. Responsibilities of AmeriCorps Member ("ACM") at site

1. Beginning September 1, 2022 and ending May 31, 2023, KCSOS will assign one or more ACM's to mentor students/youth at Lakeside Union School District-Lakeside School and Suburu School (2 full-time members).
2. Serve at site during the days and times in accordance with the schedule developed by the ACM's Site Supervisor and Local Facilitator, except for the following:
 - a) to attend training sessions as scheduled.
 - b) to attend occasional AmeriCorps community strengthening activities as scheduled.
3. ACM may attend staff meetings and professional development in-service activities.
4. Sign in and out each day on a sign-in sheet provided by KCSOS.
5. Notify Site Supervisor and Local Facilitator at least two weeks in advance about any planned absences, tardiness, AmeriCorps team meetings, training sessions, or other activities off site. Notify Site Supervisor and Local Facilitator as far in advance as possible about any unplanned absence.
6. Comply with policies and procedures of the service site agency and KCSOS.

B. Limitations/Restrictions on Work of AmeriCorps Member

1. ACMs are to serve as mentors and provide added value to current programs. They cannot be used as general agency support, e.g., clerical duties, teacher aides, classroom teachers, yard duty aides, test proctors, field trip chaperones (unless accompanying their mentees), etc. ACMs cannot replace other staff members.

2. ACMs cannot make home visits without being accompanied by a staff member or another AmeriCorps member.
3. ACMs cannot transport students, except with express written permission of service site agency and in accordance with agency's policies and procedures.
4. ACMs cannot spend unsupervised time with youth, unless authorized in advance by Site Supervisor and with agreement of Local Facilitator.
5. ACM cannot engage in any of the following prohibited activities:
 - a. Attempting to influence legislation.
 - b. Organizing or engaging in protests, petitions, boycotts, or strikes.
 - c. Assisting, promoting or deterring union organizing.
 - d. Impairing existing contracts for services or collective bargaining agreements.
 - e. Engaging in partisan political or other activities designed to influence the outcome of an election to any public office.
 - f. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials.
 - g. Engaging in religious instruction; conducting worship services; providing instruction as part of a program that includes mandatory religious instruction or worship; constructing or operating facilities devoted to religious instruction or worship; maintaining facilities primarily or inherently devoted to religious instruction or worship; or engaging in any form of religious proselytization.
 - h. Providing abortion services or referrals or receipt of such services.
 - i. Providing a direct benefit to:
 - i. A for-profit entity;
 - ii. A labor union;
 - iii. A partisan political organization; or
 - iv. An organization engaged in the religious activities described in the preceding sub-clause, unless Grant funds are not used to support the religious activities;
 - v. A nonprofit entity that fails to comply with the restrictions contained in section 501(c)(3) of U.S. Code Title 26;
 - vi. Assisting with voter registration drives.
 - j. Such other activities as the Corporation for National and Community Service may prohibit.

C. Responsibilities of Service Site Administrator

1. Assign a Site Supervisor to provide support to ACM(s), as described in Section D.
2. The Lakeside Union School District hereby agrees to defend and indemnify the Kern County Superintendent of Schools, its agents, officers and employees (hereinafter collectively referred to in this paragraph as Kern County Superintendent of Schools) from any claim, action or proceeding against Kern County Superintendent of Schools, arising out of the acts or omissions of Lakeside Union School District in the performance of this Agreement. At its sole

discretion, Kern County Superintendent of Schools may participate at its own expense in the defense of any such claim, action or proceeding, but such participation shall not relieve Lakeside Union School District of any obligation imposed by this Agreement. Kern County Superintendent of Schools shall notify Lakeside Union School District promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Provide KCSOS required student data for the purposes of program evaluation, as described in Attachment A.
4. Contribute \$\$19,000 per full time ACM to support Program funding match requirements, to be paid by November 30, 2022.
Total cost is \$38,000

D. Responsibilities of Service Site Supervisor

1. Support ACM by:
 - a. introducing ACM to service site staff and explaining roles of ACM;
 - b. providing an appropriate work place, such as a small office space or section of a room;
 - c. ensuring that ACM is working with individual or small groups of no more than three youth at one time;
 - d. including the ACM in professional development inservice activities when appropriate and providing other relevant training to support ACM personal and professional development;
 - e. providing basic materials which ACM needs to mentor youth (curriculum, books, paper, scissors, stapler, etc.);
 - f. allowing ACM to have access to photocopy services for AmeriCorps forms and materials needed for mentoring;
 - g. providing daily time periods for ACM to complete documentation of mentoring activities and consult with site staff;
 - h. providing for a computer and Internet access for ACM to submit documentation online;
 - i. providing a briefing and relevant materials regarding service site policies, procedures, safety issues, dress codes and emergency plans;
 - j. providing a minimum of thirty minutes for lunch if ACM works in excess of six hours in a day, and fifteen minutes in the morning and afternoon for breaks.
2. Place ACM's monthly sign-in sheet in a location near the Site Supervisor or appropriate staff.
3. Assign ACM youth who meet the following criteria for targeted youth:
 - Economically disadvantaged (eligible for free or reduced lunch)
 - And in the 2021-2022 school year, were recorded to have one of the following:
 - a. Absences or tardies of more than 30 minutes without a valid excuse on three or more occasions;

- b. Absences, either excused or unexcused, amounting to more than 5% of the days enrolled;
- c. Three or more suspensions and/or documented disciplinary referrals;
- d. Other documented need for behavior change or intervention;
- e. Need for social-emotional development.

The criterion does not apply to students enrolled in a continuation or community school.

- 4. Contact parents of targeted youth to obtain required permission and ensure startup of services by October 15, 2022.
- 5. Supervise service of ACM at service site.
- 6. Meet with ACM at least once every two weeks to provide support and guidance and resolve any problems.
- 7. Structure service assignments to allow ACM to attend AmeriCorps training sessions.
- 8. Meet periodically with the Program Coordinator at site to discuss ACM's performance and training needs.
- 9. Report rules violations or performance issues on an incident report form provided by KCSOS and submit to the Program Coordinator within one week of said incident.
- 10. Assist in evaluating ACMs three times a year using form provided by Program.
- 11. Verify ACM's sign-in sheet and hours of service at site and sign online time sheets weekly.
- 12. Monitor ACM's schedule to ensure documentation of mentee activities, including permission forms, mentee roster, and weekly reporting logs are submitted.
- 13. Participate in focus groups or other activities necessary to evaluate effectiveness of KCSOS Program.
- 14. Post at least one AmeriCorps sign that indicates AmeriCorps Members are serving at the site.

E. Responsibilities of KCSOS Program

- 1. Assist in recruitment and selection of ACMs with appropriate job skills for placement at Lakeside Union School District.
- 2. Fingerprint ACM and ensure compliance with all requirements of Education Code 45125.1 concerning fingerprinting of school employees and Corporation for National Service requirements, including criminal records background clearances from the FBI, California Department of Justice, National Sex Offender Public

Registry, and, for residents of states outside of California, the appropriate state agency.

3. Verify that ACM has current TB clearance prior to placement at service site.
4. Employ ACM and provide living allowance, workers compensation benefits, health benefits, reimbursement of allowable travel expenses, and uniforms, and arrange for child care benefits for eligible ACMs. At successful program completion, make arrangements for ACM to receive education award.
5. Provide sufficient training to ACMs so that they can effectively mentor youth.
6. Provide training to ACMs in community strengthening and volunteer recruitment skills.
7. Coordinate with site supervisor to resolve any issues relating to ACM's service performance.
8. Coordinate with ACM and site to schedule ACM's hours so that he or she completes the required hours of service.
9. Maintain confidentiality of all student records data in accordance with provisions of Attachment A.
10. The Kern County Superintendent of Schools hereby agrees to defend and indemnify the Lakeside Union School District, its agents, officers and employees (hereinafter collectively referred to in this paragraph as LASD), from any claim, action or proceeding against LASD, arising out of the acts or omissions of Kern County Superintendent of Schools in the performance of this Agreement. At its sole discretion, LASD may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve Kern County Superintendent of Schools of any obligation imposed by this Agreement. LASD shall notify Kern County Superintendent of Schools promptly of any claim, action or proceeding and cooperate fully in the defense.

F. Insurance Requirements

1. Each party shall obtain, pay for and maintain in effect during the life of this Agreement the following policies of insurance issued by an insurance company rated not less than A-VII in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence, \$2,000,000 aggregate; (2) commercial automobile liability insurance for "any auto" with combined single limits of liability of not less than \$1,000,000 per occurrence; (3) professional liability insurance (errors and omissions) with a limit of liability of not less than \$1,000,000 per occurrence; and (4) workers' compensation insurance as required by state law.

2. Each party's policy(ies) shall contain an endorsement naming the other party as an additional insured insofar as this Agreement is concerned, and provide that written notice shall be given to the other party at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Each party shall furnish the other party with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change or reduction in a party's coverage, that party shall immediately file with the other party a certified copy of the required new or renewal policy and certificates for such policy.


G. Conditions

1. This Agreement is conditional on notification of continued funding by the Corporation for National and Community Service.

Lakeside Union School District
Service Site Administrative Agency

MARY C. BARLOW
KERN COUNTY SUPERINTENDENT OF SCHOOLS

By _____
Print Name:
Title: Superintendent (or designee)
Address: 14535 Old River Rd.,
Bakersfield, CA 93311

By 
Signatory Name: Tina Foster
Title: Chief Financial Operations Officer
Address: 1300 17th Street, Bakersfield, CA 93301
Account Code: 01-768-9010-5-8699.00-0000-0000-00-1500-000

Date: _____

Date: 9-6-20

Attachment A

Sharing of Mentee School Record Data for Program Evaluation

Lakeside Union School District agrees to share school record data of its students being mentored, either on campus or at an approved contracted community-based organization, with KCSOS for the purposes of evaluating AmeriCorps program outcomes.

1. PURPOSE OF THE DATA SHARING

The purpose of the data sharing activity is to measure the effectiveness of a consistent one-on-one or small group mentor relationship on student behavior and attendance. Data will be analyzed using matching student data.

Federal Regulation 45 CFR XXV; 2015 AmeriCorps Grant Provisions IV. J. requires AmeriCorps grantees to report progress on National Performance Measures Pilot to the Corporation for National and Community Service

2. SHARING OF DATA

Lakeside Union School District agrees to the following:

- a) Share data as outlined in Figure 1.
- b) Provide data three times a year (baseline data before November 30, and current year data after the first semester, and upon completion of the school year).
- c) Provide data to KCSOS on a portable storage device or a file transferred through a secure web portal.

Figure 1

Field	Description
State Student ID number	State Student ID number
Student Name	student's full name
School ID	name of school student attends in 2022-2023
Grade level	student grade level in 2022-2023 school year
Gender	student gender
Ethnicity	student ethnicity
enrollment	actual number of school days student was enrolled (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year
attendance	actual number of school days student attended (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year

unexcused absences	total number of school days student had unexcused absences (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year
excused absences	total number of school days student had excused absences between: (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year
suspensions	total number of suspensions (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year
suspension days	total number of days suspended : (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year
violent suspensions	total number of violence-related suspensions (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year [ed codes: 48900 (a1), (a2), (b), (n), (o)]
violent suspension days	total number of days suspended for violence-related behavior (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year [ed codes: 48900 (a1), (a2), (b), (n), (o)]
documented discipline referrals	total number of disciplinary referrals, other than suspensions (1) 2021-2022 school year (2) first semester of the 2022-2023 school year (3) second semester of the 2022-2023 school year

3. CONFIDENTIALITY

KCSOS understands the risk in sharing student data and agrees to adhere to the following procedures to ensure data is properly collected and confidentiality maintained:

- a) Collect active consent waiver pursuant to Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and California Education Code 49075, authorizing to obtain disclosure of privacy protected information including state student identification number, name, school, school identification number, gender, ethnicity, school lunch status, attendance data, pupil discipline record, and standardized test scores for the purpose of evaluating the effectiveness of the mentoring program on academic and behavioral performance. Provide a copy of each signed consent waiver to the Lakeside Union School District prior to

the disclosure of any information described herein. The consent waiver shall include (1) the purposes for which the data will be exclusively used, and (2) assurance that agreement or refusal to consent to the sharing of data will not affect the student's eligibility for free or reduced-price meals, if applicable.

- b) Request data only for students with active written consent on file, signed by the parents, or by the student if the student is age 18 or older.
- c) Collect electronic data through a secure web portal or portable storage device.
- d) When possible, use only state identification numbers to identify student data.
- e) Ensure confidentiality and protect identity of parents and students. Student names will not appear in reports or other information documents. Data will be reported in the aggregate.
- f) Use student data only to evaluate the effectiveness of the Kern Community Mentoring AmeriCorps program.
- g) Prevent further disclosure of student data to any other individual, organization, or agency that is not reflected in the written consent waiver.
- h) Acknowledge the penalties for unauthorized disclosure of student eligibility under the National School Lunch Program pursuant to 7C.F.R. 226.23(n): In accordance with section 9(b)(6)(C) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(b)(6)(C)), any individual who publishes, divulges, discloses or makes known in any manner, or to any extent not authorized by statute or this section, any information obtained under this section will be fined not more than \$1,000 or imprisoned for up to 1 year, or both.
- i) Destroy all individual student records when no longer needed for audit, evaluation, and enforcement of federal legal requirements.

1. AUTHORITY TO SHARE DATA

California Education Code 49075 explains a) A school district may permit access to pupil records to any person for whom a parent of the pupil (or the pupil if age 18 or over) has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited. The consent notice shall be permanently kept with the record file.

Information shall only be used in compliance with California Education Code 49074, i.e., statistical information from which no pupil can be identified may be provided to a public agency or entity or educational research and development organization when such actions are in the best educational interests of pupils.

2. MANNER OF COLLECTION

Lakeside Union School District shall designate an individual to provide information detailed in this agreement. KCSOS shall designate an individual to collect information. Such individual shall, prior to providing any student data, review the signed consent waiver for the individual student for compliance with this agreement and ensure a copy of such consent waiver is maintained with the student's educational records.

3. ACCURACY AND SECURITY OF THE INFORMATION

Data will be password-protected on all electronic systems. Any hard copy

documents with individual student data will be stored in locked file cabinets at the offices of KCSOS. Only authorized employees of KCSOS will have access to individual student data. Data will only be shared through transferrable storage devices or secure web portal.

4. DURATION OF DATA SHARING AND RETENTION OF PUPIL RECORDS

In compliance with Federal Regulation AmeriCorps 2541.420 b. 1. and 3. C., the information collected for the purposes of this Agreement shall be retained in a secure location until December 31, 2030.

5. TERMINATION OF DATA SHARING ACTIVITY

In the event of the early termination of this Agreement, the data information shared under this Agreement shall be returned to the disclosing party, or disposed of by [deleting from all electronic storage, destroying all transferrable storage devices, and/or shredding hardcopy files]. Each party shall send a letter to the other confirming that the disposal has been done in the agreed manner.

Initial Proposal for Successor agreement
from
California School Employees Association
and its Lakeside/Old River Chapter 730
to the
Lakeside Union School District
September 14, 2022

CSEA and its Lakeside/Old River Chapter 730 propose to open the following article(s):

ARTICLE XI – PAY AND ALLOWANCES

CSEA and its Lakeside/Old River Chapter 730 will propose a salary increase that includes the cost-of-living allowance funded by the State of California.

CSEA will propose to edit or modify additional language in this article, including but not limited to sections A, D, E, I and K. In addition to article XI Pay and allowances CSEA will propose adjustments to Appendix A- Salary Schedule. CSEA will provide a comprehensive detailed proposal to the district at our first negotiations session.

ARTICLE XII – HEALTH AND WELFARE BENEFITS

CSEA and its Lakeside/Old River Chapter 730 propose the district fully pay the maximum contribution of the increased costs for all Health and Welfare benefits for the 2022-2023 plan year.

ARTICLE XXIII – CONCLUSION

CSEA and its chapter 730 propose to update/change the language in this article.

**ARTICLE XXIII
CONCLUSION**

This successor Agreement shall become effective July 1, ~~2019~~ 2022 and shall continue in effect to and including June 30, ~~2022~~ 2025 at which time it shall expire.

Completion of Negotiations

A.

1. This Agreement expresses the entire understanding between the parties and supersedes the terms of the parties' ~~2017-2019~~ 2019-2022 Collective Bargaining Agreement.

Reopeners

E. For the ~~2020-2021~~ 2022-2023 fiscal year, the parties agree that the entire Agreement may be reopened for negotiations. For the ~~2021-2022-2023-2024~~ and 2024-2025 fiscal years, the parties agree to reopen for negotiations Article XI, Pay and Allowances, Article XII, Health and Welfare Benefits, and up to two (2) unspecified articles in this Agreement.

All other provisions, articles and subsections not specifically bargained shall remain status quo unless Federal or State laws changes.



Lakeside Union School District

TY BRYSON, DISTRICT SUPERINTENDENT

"BUILDING ON EXCELLENCE"

14535 Old River Road, Bakersfield, California 93311
(661) 836-6658 • FAX (661) 836-8059
E-mail tbryson@lakesideusd.org



DATE: November 4, 2022

TO: Members of the General Public
California School Employees Association,
Lakeside/Old River Chapter No. 730

FROM: Board of Trustees
Lakeside Union School District

RE: INITIAL REOPENER PROPOSAL OF THE PUBLIC SCHOOL EMPLOYER
of the July 1, 2022 - June 30, 2025 Collective Bargaining Agreement
BETWEEN Lakeside Union School District and California School
Employees Association, Lakeside/Old River Chapter No. 730 for the 2022-
2023 School Year.

The Board of Trustees in compliance with Government Code Section 3547, makes the following Initial Proposal (Sunshine Proposal) to the California School Employees Association, Lakeside/Old River Chapter No. 730 to reopen the negotiation process pursuant to the 2019-2022 Collective Bargaining Agreement in order to renegotiate the following specific articles:

District's Initial Proposal:

1. **Article XI** (Pay and Allowances) - The District intends to propose changes to this article.
2. **Article XII** (Health and Welfare Benefits) - The District intends to propose changes to this article.
3. The District reserves the right to re-open two additional articles with proper notice.

The District may offer counter-proposals, withdrawal of proposals and/or other changes to proposals that are responsive to discussions that occur during negotiations, or that the District deems necessary in response to changes in education funding or other education requirements.

All other provisions of the present Collective Bargaining Agreement are to remain unchanged. The Board and administration look forward to an early and amicable settlement of this round of negotiations.