

LAKESIDE UNION SCHOOL DISTRICT

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

October 10, 2024

Closed Session: 5:15 p.m.

Open Session: 6:00 p.m.

NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

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

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

A. CALL TO ORDER AND ROLL CALL – 5:15 PM

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

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

C. CLOSED SESSION

1. Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6; and
2. Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6; and
3. Conference with Legal Counsel-Anticipated Litigation, significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code Section §54956.9: (1 case)
4. Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.

D. OPENING PROCEDURES – 6:00 PM

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

E. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

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

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

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

G. PUBLIC HEARINGS/ACTION ITEMS

1. **PUBLIC HEARING:** At 6:30 p.m., the Governing Board will conduct a public hearing to receive input from the public regarding the availability of textbooks and/or instructional materials for the fiscal year 2024-2025.
2. **Adoption** is requested of Resolution No. 2024-05, determining that every pupil has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum and framework adopted by the State Board of Education: Mathematics; Science, History-Social Science; and Reading/Language Arts.

H. ITEMS OF BUSINESS

- 1.1 Designate consent agenda items.

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

- 1.2 Discussion/adoption of consent agenda items.

SUPERINTENDENT

- 2.1 **Adoption** is requested of the minutes of the regular board meeting of September 12, 2024, and the special board meeting of September 16, 2024.
- 2.2 **Adoption** is requested of Resolution No. 2025-07, authorizing the District to enter into a contract with the California Department of Education for Child Development Services and authorizing the Superintendent to sign the contract documents for the fiscal year 2024-25.
- 2.3 **Adoption** is requested of Resolution No. 2025-05, declaring the week of October 21-25, 2024, as Red Ribbon Week in the Lakeside Union School District. The District encourages the community to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug-free, tobacco and alcohol-abuse-free community.

HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order 2025-05.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Approval** of amendment 1 and Resolution No. 2025-04 for RFQ 2024-008F, Gold Star Foods, as a secondary vendor.
- 4.3 **Approval** of fresh produce award to American Produce through RFQ 2024-08F in the approximate amount of \$100,000.
- 4.4 **Approval** of Change Order #2, American Modular Systems (AMS), credit of \$3,920 at Lakeside Farms Elementary ESS and credit of \$3,290 at Lakeview Elementary ESS.

H. BUSINESS SERVICES (CONTINUED)

- 4.5 **Approval** of Change Orders #1-6 to GEM Technology Building Project in the amount of \$28,180.23.
- 4.6 **Approval** of Change Order #1R to GEM Industrial for Lakeside Farms ESS in the amount of \$25,653.50.
- 4.7 **Approval** of Change Order #1 to GEM Industrial for Lakeview ESS in the amount of \$27,023.30.
- 4.8 **Approval** of Change Orders #1-4 to GEM TDS Fence Project in the amount of \$13,460.12.
- 4.9 **Approval** of Change Order #7 to GEM Industrial Central Kitchen Project in the amount of \$1,515.25.
- 4.10 **Approval** of Settlement Agreement OAH Case No. 2024080040 in the amount of \$8,800.
- 4.11 **Approval** of Climatec Notice of Final Completion for solar and controls, lighting, mechanical, roofing and transformers.
- 4.12 **Approval** is requested of the following annual contracts for the 2024-2025 school year: A) Sandy Hook Promise (Pupil Services), Cornerstone Educational Solutions (SPED), Global Captioning Solutions, Inc (SPED), Specialized Education of California-Sierra School of San Diego (SPED), Jostens PIX (LMS), TIEE-Children’s Workshop (SPED), TIEE-Mission Valley Academy (SPED), Helen Woodward Animal Center (Lindo Park), Amergis Healthcare Staffing (SPED), Oak Grove Institute (SPED), Ambrosia Travel, LLC (LMS), Soliant Health LLC (SPED), West Shield Adolescent Services (SPED), Empowerment Through Outreach & Urban Redevelopment (DETOUR) (Pupil Services), WestEd-CalSCHLS (SPED), Knotts Berry Farm (TDS/LMS), Gold Star Foods (Amendment No. 1) (Child Nutrition), Grossmont College Theater Arts (DREAM), Jostens (LMS), Atkinson, Andelson, Loya, Ruud & Romo (Business Services), Consulting & Inspection Services (MAINT), Jennifer Perrault (Pupil Services), Patrice Ruppel (Pupil Services).
- 4.13 **Approval** for an out-of-county field trip for LMS and TDS for the Band and Orchestra to perform at Knotts Berry Farm on March 11, 2025.

EDUCATION SERVICES

- 5.1 **Approval** is requested for the 2024-25 School Plans for Student Achievement (SPSA), which were presented to the Board at a special board meeting on September 16, 2024.
- 5.2 **Approval** is requested of the Comprehensive School Safety Plans (CSSP) for each school site for the 2024-25 school year.

BOARD POLICIES, REGULATIONS, BYLAWS AND/OR EXHIBITS

- 6.1 **Adoption** of Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment
- 6.2 **Adoption** of Board Policy and Administrative Regulation 4119.11/4219.11/4319.11: Sex Discrimination and Sex-Based Harassment

Lakeside Union School District

Board of Trustees Agenda

October 10, 2024

I. DISCUSSION ITEMS

1. Enrollment Report for Month 1 (8/19/24-9/13/24)
2. *2nd Reading*, Board Policy 4033: Lactation Accommodation
3. *2nd Reading*, Administrative Regulation and Exhibit E (1): 4119.12/4219.12/4319.12: Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4. *1st Reading*, Board Policy and Administrative Regulation 1114: District-Sponsored social media
5. *1st Reading*, Administrative Regulation 3580: District Records
6. *1st Reading*, Board Policy 6158: Independent Study

J. REPORTS TO THE BOARD

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

K. ADJOURNMENT

Respectfully Submitted,

Rhonda L. Taylor, Ed.D.
Superintendent

Administration:

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



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

NOTICE OF PUBLIC HEARING

For Sufficiency of Instructional Materials and Textbooks
For the 2024-2025 School Year

POSTED September 27, 2024

PURPOSE: The Lakeside Union School District will conduct a Public Hearing for the Sufficiency of Instructional Materials and Textbooks required by Education Code 60119.

The hearing gives the public an opportunity to comment on the sufficiency of textbooks and educational materials.

DATE: October 10, 2024

TIME: 6:30 p.m.

LOCATION: Lakeside Union School District
District Office
12335 Woodside Ave.
Lakeside, CA 92040
Agenda to be published 10/4/2024

Purpose: Public Hearing, Education Code 60119

September 27, 2024

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

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Resolution No. 2025-06, Sufficiency of Instructional Materials

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

Resolution No. 2025-06, determining that every pupil has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum, framework adopted by the State Board of Education: Mathematics, Science, History-Social Science; and Reading/Language Arts.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Recommended Action:

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

Originating Department/School: Superintendent

Submitted/Recommended By:


Rachel Camarero, Executive Assistant

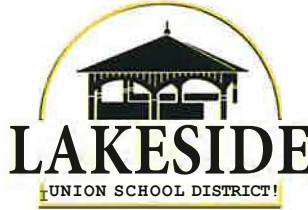
Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Administration:

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



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

RESOLUTION NO. 2025-06

RESOLUTION DETERMINING SUFFICIENCY OF INSTRUCTIONAL MATERIALS FISCAL YEAR 2024-2025

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

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

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

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

THEREFORE, BE IT RESOLVED that for the 2024-25 school year, the Governing Board hereby determines, as required by Education Code Section 60119, that the school district has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following areas:

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

PASSED AND ADOPTED by the Board of Trustees of the Lakeside Union School District at Lakeside, California, this 10th day of October 2024 by the following vote:

AYES:

NOES:

ABSENT:

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

Clerk of the Governing Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approval of Board Minutes

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

It is recommended to approve the following minutes of the Governing Board Meetings below with any necessary modifications:

*Regular Board Meeting of September 12, 2024

*Special Board Meeting of September 16, 2024

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

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

Originating Department/School: Superintendent

Submitted/Recommended By:


Rachel Camarero, Executive Assistant

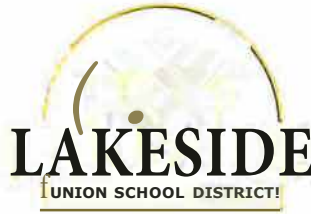
Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Administration:

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



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Regular Meeting of the Board of Trustees

September 12, 2024
District Administration Center

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <p>A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 5:00 p.m. by Andrew Hayes, President with the following members present: Lara Hoefer Moir, Vice President; Jim Bennett, Clerk; Autumn Ellenson, Member; and Ron Kasper, Member. Also in attendance were Dr. Natalie Winspear, Assistant Superintendent; Robin Ballarin, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Rachel Camarero was present to record the minutes. Dr. Rhonda Taylor was not present for the meeting.</p> | <p>Call to Order</p> |
| <p>B. There were two requests to speak to the Board prior to Closed Session regarding closed campuses and the language immersion programs and a thank you from the technology department for the new building.</p> | <p>Public
Comments</p> |
| <p>C. At 5:07 p.m., the Governing Board moved to a closed session to discuss the following: 1) Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6; 2) Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6; 3) Conference with Legal Counsel - Existing Litigation - (paragraph 1 of subdivision D of Government Code § 54956.9 (CSEA Grievance).</p> | <p>Closed Session</p> |
| <p>D. The Board reconvened at 6:00 p.m. President Hayes welcomed visitors and stated the Board would move back into closed session at the end of the meeting.</p> | <p>Reconvene
Welcome Visitors</p> |
| <p>Carly Camarero, a student from the Extended Student Services program, led the pledge of allegiance. Following the pledge, Manager Jerred Murphy shared highlights from the program, such as over 500 kids for summer, 15 different rotations, 1200 students enrolled this school year, a collaboration with The Art Dude: bringing art into ESS at the middle schools. Mr. Murphy wanted to recognize the Lakeside Farms and Lakeview staff for their help with the transition to the new ESS buildings. Member Ron Kasper commented on how great the program was for our families in the District.</p> | <p>ESS Spotlight</p> |
| <p>E. Clerk Bennett had no formal report.</p> | <p>Trustee Reports
and Comments</p> |
- Member Ellenson attended the District kick-off a few weeks ago and commented that speaker Devin Siebold was great. She also attended the "clap-out" for Todd Owens and commented that it was emotionally impactful.
- Member Kasper commented that the District kick-off was a great morale booster for the District. He mentioned he attended the annual 9-11 Memorial ceremony in Lakeside and encouraged the public to attend the upcoming Fire Department Open House on 9/28.
- Vice President Hoefer Moir attended the District's first Wellness Committee Meeting and commented that the District is looking at adding a middle school component this year.

President Hayes expressed his thanks to District staff for attending the Kiwanis dinner to honor Principal Steve Mull. He also mentioned his thanks to Todd Owens for his faithful service to the District for so many years. President Hayes attended Lakeview's Back to School night as well as the 9-11 Memorial ceremony in Lakeside. He commented that we had not heard back from the Air Pollution District regarding the District's formal letter and would follow up.

F. There were no requests to speak to the Board.

G. 1. Assistant Superintendent Lisa Davis presented information on the 2023-2024 Unaudited Actuals. The report contains the financial results for the fiscal year ending June 30, 2024, and is subject to audit by the District's independent auditor. She commented that the 3-year rolling average for ADA has helped the district. A new requirement of GASB 96, an internal accounting journal entry, was part of the financials this year. The Bond fund is officially at \$0 at year-end, and the Developer Fee Fund is expected to grow this upcoming year with a new development in Lakeside.

2. It was moved by Vice President Hoefer Moir and seconded by Member Ellenson to approve the 2023-2024 Unaudited Actuals reporting the financial results for the fiscal year ending June 30, 2024. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper).

H. It was moved by Member Ellenson and seconded by Vice President Hoefer Moir to designate all Items of Business to the consent agenda with the exception of Items 2.2, 4.4, 4.5 and 4.10. The motion carried unanimously to designate Items of Business 2.1, 2.3, 3.1, 4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, and 6.4 to the consent agenda.

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

1.2 There was no discussion on items.

SUPERINTENDENT

2.1 A motion to adopt the minutes of the regular board meeting of August 1, 2024, and the regular board meeting of August 8, 2024.

2.3 A motion to adopt the revised 2025-2026 school and employee calendar. This reflects a minor change to the report card dates and minimum days added to middle schools in March.

HUMAN RESOURCES

3.1 A motion to approve/ratify Personnel Assignment Order 2025-03.

BUSINESS SERVICES

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

Public
 Comments

Unaudited
 Actuals
 Presentation

Approve the
 2023-24
 Unaudited
 Actuals

Consent Agenda

Items of
 Business

Discussion

Adopt Minutes

Adopt Revised
 2025-26
 Calendar

Approve PAO

Approve Bus
 Reports

- | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 4.2 | A motion to adopt Resolution No. 2025-01, to certify 2023-2024 Gann Limit Appropriations and an Estimated Limit for 2024-25. | Adopt Resolution No. 2025-01 |
|-----|------------------------------------------------------------------------------------------------------------------------------|------------------------------|

ITEMS OF BUSINESS (CONTINUED)

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 4.3 | A motion to approve a revised Management Salary Schedule to clarify the additional 8 days for school principals, vice principals and program specialists. | Approve Management Salary Schedule |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 4.6 | A motion to approve the following annual contracts for the 2024-2025 school year: A) Momentum Tutoring (SPED), EVAL Group (SPED), Varsity Yearbook (DREAM), Azuma Tech (Maint), Math Transformations (Dream), Rocket Scan/Image One (Business Services), Fusion (SPED), Sunbelt Staffing (SPED), Fuel Education (DREAM), Consulting & Inspection Services (MAINT)-1, Consulting & Inspection Services (MAINT)-2, Fain (MAINT), Amergis Healthcare Staffing (SPED), Koonings Center (SPED), EdTheory LLC (SPED), CSBA (Board), Adrienne Kamena (Ed Services), Rancho Coastal Speech Therapy (SPED), Hapara (Tech), The Art Dude (ESS), New Haven NPS (SPED), Amplify (Ed Services), BMX Freestylers (Lakeview). | Approve Annual Contracts |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 4.7 | A motion is requested of the following gifts to the District: A) Backpacks for various sites from the County of San Diego; Pepsi Bottling Group donated soda/water/tea and Gatorade (Lindo Park); thanks to Rise City Church for the monies donated in past to Lindo Park, new Marque is installed; Cindy Hilliker (Lakeview) 2 Classroom Sets-Learning Without Tears; Costco Wholesale-Backpacks to various sites and two laptops (Lakeview), LMS Booster Club donation of various Costumes and show choir fees (LMS), Yearbook Love Lines (Riverview PTA), Lockdown Buckets (Lakeview PTA), Classroom Supplies (Lakeview PTA). | Approve District Gifts |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 4.8 | A motion to approve the following fundraisers for the 2024-25 school year: Lindo Park PTA: Believe (Sept.2024), See’s Candy (Nov-Dec.2024), Popcornopolis (Feb.2025), Jog-A-Thon (April 2025), Little Caesars (March-April 2025); Lemon Crest PTA: Catalog (Sept. 2024), Jersey Mike’s (Sept. 2024), Fall Festival (Oct. 2024), Boo Grams (Oct. 2024), Holiday Shop (Dec.2024), Book Fair (March 2025), Jogathon (April 2025). | Approve District Fundraisers |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 4.9 | A motion to approve the following field trips: Tierra Del Sol Middle School: IFly (Oct. 2024), and Museum of Tolerance (Jan. 2025). | Approve Field Trips |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|

EDUCATION SERVICES

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 5.1 | Acknowledgment was received of the additional LCAP update with a few minor changes from SDCOE. The updated LCAP with formatting changes is located on the website. | LCAP Updated |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|

- | | | |
|-----|---------------------------------------------------------------------------------------|---------------------------------|
| 5.2 | A motion to approve an updated job description for After School Intervention Teacher. | Approve Updated Job Description |
|-----|---------------------------------------------------------------------------------------|---------------------------------|

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 5.3 | A motion to approve extra pay agreement, in the amount of \$4445.70, for two Vice Principals who participated in a SDCOE/WestEd professional development opportunity. The extra pay would be funded by Title III. | Approve Extra Pay Agreement |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|

BOARD POLICIES, REGULATIONS, BYLAWS AND/OR EXHIBITS

- | | | |
|-----|-------------------------------------------------------------------------------------|--------------------------------------------|
| 6.1 | A motion to adopt Board Bylaw 9220 and Exhibit E (1): Governing Board Elections. | Adopt BB
9220 and Exhibit
E (1) |
| 6.2 | A motion to adopt Board Bylaw 9223: Filling Vacancies | Adopt BB 9223 |
| 6.3 | A motion to adopt Board Policy 2121: Superintendent’s Contract | Adopt BP 2121 |
| 6.4 | A motion to adopt Board Bylaw 9270: Conflict of Interest and Resolution No. 2025-02 | Adopt BB 9270
and Resolution
2025-02 |

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

H. ITEMS OF BUSINESS-PULLED

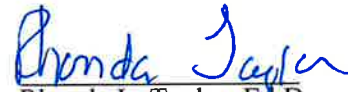
- | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 2.2 | President Hayes discussed the 2024-25 Board goals that were reviewed at the August 1, 2024 Special Board Meeting: Retreat. He stated the emphasis on continuing to make our immersion programs more competitive and pursue growth in those programs. He also commented that it is a District goal to provide multiple career pathways and a special focus on social-emotional goals this school year.
It was moved by President Hayes and seconded by Member Kasper to adopt the Board Goals for the 2024-25 school year. Motion carried unanimously 5:0 (<u>Ayes</u> : Bennett, Ellenson, Hayes, Hoefer Moir, Kasper). | Adopt Board
Goals |
| 4.4 | Termination of contract with Gold Star Foods due to poor quality produce and shortages on delivery, previously awarded on RFQ 2024-08F, has been pulled and tabled until an MOU can be arranged. | Termination
Gold Star Foods
Tabled |
| 4.5 | Approval of award to American Produce as the second lowest responsible bidder on RFQ 2024-08F, in the amount of \$100,000 for the 2024-25 school year was tabled until an MOU can be arranged. | Approval of
American
Produce Tabled |
| 4.10 | Adoption of Resolution 2025-03, in support of Proposition 2: Public Education Facilities Bond Measure was tabled and advised by President Hayes to bring back to the next meeting after further review. | Resolution 2025-
03 Tabled |

- | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| I. | 1. Review of Enrollment Report for Month 0 from August 19-23, 2024. There were no comments. | Enrollment
Report |
| | 2. Review of the Quarterly Investment Reports, San Diego County Treasury Investment Pool as of the quarter ended June 30, 2024. There were no comments. | Quarterly Inv
Reports |
| | 3. Results of the Board Self-Evaluation were discussed. Member Ellenson commented that she feels District staff provides clear communication and that she was happy to see that all members feel similarly, showing the cohesiveness of the board. President Hayes commented that he enjoyed this process and encouraged the Board to participate annually in the self-evaluation. | Board Self-
Evaluation |

<p>4. The Board discussed the results of the Parent and Staff cell phone survey. Staff survey showed strong support for limiting cell phone usage in the classroom. Dr. Winspear noted that our current Board Policy directs the District to do that. Member Ellenson felt the major takeaway from the parent survey was that parents want to feel their child is safe at school. President Hayes asked to bring back the Board Policy to the next meeting.</p>	<p>Staff and Parent Cell Phone Survey</p>
<p>5. First Reading of Board Policy and Administrative Regulation 4030: Non-discrimination in Employment. The Board will adopt at the next regular meeting.</p>	<p>BP/AR 4030</p>
<p>6. First Reading of Board Policy 4033: Lactation Accommodation. The Board will bring back for a second reading.</p>	<p>BP 4033</p>
<p>7. First reading of Board Policy and Administrative Regulation 4119.11/4219.11/4319.11: Sexual Harassment. The Board will adopt at the next regular meeting.</p>	<p>BP/AR 4119.11 4219.11, 4319.11</p>
<p>8. First Reading of Administrative Regulation and Exhibit E (1) 4119.12/4219.12/4319.12: Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures (New AR and Exhibit). The Board will bring back for a second reading.</p>	<p>AR/Exhibit E (1) 4119.1, 4219.12 4319.12</p>
<p>J. 1A. Kerry Strong, LTA President, was not in attendance.</p>	<p>LTA President</p>
<p>1B. David Myers, CSEA President, was not in attendance.</p>	<p>CSEA President</p>
<p>2A. Lisa Davis, Assistant Superintendent, reported that we are done with a full month of school! Enrollment is down at a few school sites; she is keeping a close eye on enrollment. She expressed thanks to Trustee Bennett for sitting on the recent Maintenance and Operations Director interview panel. She also commented she has been to a couple of back-to-school nights this year.</p>	<p>Assistant Superintendent Lisa Davis</p>
<p>2B. Robin Ballarin, Assistant Superintendent, remarked it has been a great six weeks in her new position! She expressed thanks to everyone for the warm welcome. She enjoyed going to back to school night at a site recently.</p>	<p>Assistant Superintendent Robin Ballarin</p>
<p>2C. Dr. Natalie Winspear commented that it has been a positive four weeks of the school year! Teachers, principals, and staff had a great kick-off. She stated Tierra Del Sol Middle School had a Williams visit that went well and thanked Beverly Jimenez and TDS leadership for their help with the visit. Dr. Winspear commented on the Expeditionary Learning curriculum that was presented in June and reminded the Board of the plan to bring back the adoption of the curriculum in October. She spoke about the ENCORE program for after-school intervention and showed a video put together by TOSA, Heather Griffiths, as a review of the previous year's program.</p>	<p>Assistant Superintendent Dr. Natalie Winspear</p>
<p>C. At 7:23 p.m. the Governing Board moved back to closed session.</p>	
<p>At 7:33 p.m. the Board reconvened to open session and made the following report out of closed session:</p>	
<p>1. No action was taken on Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6.</p>	<p>Closed Session Report</p>
<p>2. No action was taken on Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6.</p>	

3. The Board unanimously denied the CSEA Grievance initiated on July 10, 2023. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper).
- K. President Hayes asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 7:34 p.m.

Adjournment


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

Jim Bennett
Clerk of the Board

Administration:

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



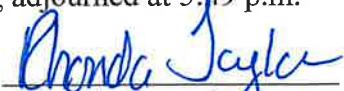
Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Special Meeting of the Board of Trustees

September 16, 2024
District Administration Center

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <p>A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 4:30 p.m. by President Andrew Hayes with the following members present: Vice President Hoefer Moir, Jim Bennett, Clerk; Autumn Ellenson, Member and Ron Kasper, Member. Also in attendance were Dr. Natalie Winspear, Assistant Superintendent; Robin Ballarin, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Rachel Camarero was present to record the minutes. Dr. Rhonda Taylor was absent from the meeting.</p> | <p>Call to Order</p> |
| <p>B. There were no requests to speak to the Board.</p> <p>President Hayes welcomed the principals and Member Ron Kasper led the pledge of allegiance.</p> | <p>Public
Comments
Flag Salute</p> |
| <p>C. The Board listened as principals presented information on the benefits of hosting a combined “lunch on the lawn/open house” during the day citing increased attendance with families.</p> <p>The Board listened as each principal and vice principal presented their 2024-2025 site goals.</p> | <p>Lunch on the
Lawn/Open
House</p> <p>SPSA
Presentations</p> |
| <p>D. It was moved by Vice President Hoefer Moir and seconded by Member Ellenson to approve the Personnel Assignment Order 2025-04.</p> | <p>PAO 2025-04</p> |
| <p>E. President Hayes led a discussion regarding Board Policy 5131.8: Mobile Communication Devices. Member Ellenson commented that our policy covers safety and ensures that children are not distracted by their devices. President Hayes wanted to ensure that the District staff feels the policy is working. He proposed bringing back the policy at the next board meeting.</p> | <p>Discussion of
BP 5131.8</p> |
| <p>F. President Hayes asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 5:49 p.m.</p> | <p>Adjournment</p> |


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

Jim Bennett
Clerk of the Board

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: Thursday, October 10th 2024

Agenda Item:

Approval for Continued Funding of the CSPP contract through CDE for the State Preschool FY 2025/26

Resolution 2025-07

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

CDE must have approval from the board to consider continued funding of the CSPP contract

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

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

Originating Department/School: LEAPP

Submitted/Recommended by:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

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

RESOLUTION AUTHORIZING CONTINUED FUNDING APPLICATION

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency’s current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2025–26. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2025–26 contract documents.

RESOLUTION 2025-07

BE IT RESOLVED that the Governing Board of

Lakeside Union School District

authorizes that the person/s listed below, is/are authorized to sign the FY 2025–26 CFA and all related contract documents for the Governing Board.

NAME/S OF AUTHORIZED REPRESENTATIVE/S	TITLE/S
<u>Dr. Rhonda Taylor</u>	<u>SUPERINTENDENT</u>
<u>DR. NATALIE WINSPEAR</u>	<u>ASSISTANT SUPERINTENDENT</u>
<u>Lisa Davis</u>	<u>ASSISTANT SUPERINTENDENT</u>

PASSED AND ADOPTED THIS 10 day of October (month year), by the Governing Board of Lakeside Union School District of San Diego County, in the State of California.

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

(Clerk's Signature)

(Date)

Fiscal Year 2025–26 Continued Funding Application
DUE DATE: 5:00p.m. November 1, 2024

Contractors holding a current California State Preschool Program (CSPP) contract, and if applicable a Prekindergarten and Family Literacy Support (CPKS) contract, who wish to be considered for continued funding for fiscal year (FY) 2025–26 must complete this application for continued funding. The FY 2025–26 CFA Overview and Instructions may be accessed on the California Department of Education (CDE) CFA web page located at <https://www.cde.ca.gov/sp/cd/ci/cfa2526.asp>. Contractors are strongly encouraged to review the CFA Overview and Instructions before and after completion of the CFA and associated documents to confirm that the application and forms submitted for their agency have been completed in accordance with all applicable instructions.

Current contractors who apply for and are approved for continued funding do not need to sign a contract with the CDE to provide CSPP and CPKS services for FY 2025–26. Contracts will be automatically renewed in accordance with all applicable federal and state laws and Contract Terms and Conditions (CT&Cs). By signing this CFA, the contractor is indicating that it wishes to automatically renew its contract(s) for FY 2025–26 and accepts all of the terms and conditions of the 2025–26 CSPP contract, and if applicable the 2025–26 CPKS contract, which will be provided to the contractor no later than June 1, 2025.

Upon receipt of this CFA, the CDE will review the application and may contact your agency seeking additional information. If the CFA is returned to the CDE in a timely manner but is not fully and accurately completed, funding for FY 2025–26 may be delayed.

Please also note that contractors have no vested right to a subsequent contract. Completion of this CFA does not guarantee a renewal of funding. If the CDE determines your agency will not be renewed for a subsequent contract year, you will be notified in writing no later than April 7, 2025, pursuant to the *California Code of Regulations*, Title 5 (5 CCR) Section 17828.

Contractors that wish to reject the terms of the FY 2025–26 CSPP and/or CPKS contract must provide the CDE with a written notice that the terms of the contract(s) are rejected by sending an email to EarlyEducationContracts@cde.ca.gov on or before June 30, 2025. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2025–26 CSPP and, as applicable, the CPKS contract are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract will not have contract(s) in effect for FY 2025–26. Contractors cannot reject their CSPP contract and still receive funding under a CPKS contract as CPKS funding is tied to having a CSPP contract. If no notice is sent to the CDE, the contract will be automatically renewed, and no further action will be required from the contractor.

If a contractor wishes to terminate the contract for any reason during the FY 2025–26 contract term, the contractor shall notify the CDE of its intent to terminate the contract at least 90 calendar days in advance of contract termination and shall follow 5 CCR 17795.

If you have any questions regarding the CFA, please contact the CFA team by sending an email to CFA@cde.ca.gov.

Section I – Contractor Information	
Contractor Legal Name:	Lakeside Union Elementary School District
Contractor "Doing Business As" (DBA):	
Headquartered County:	San Diego
Vendor Number:	6818
Executive Director Name:	Dr. Rhonda Taylor
Executive Director Telephone Number:	619-390-2600 Ext: 2610
Executive Director Email Address:	rtaylor@lsusd.net
Legal Business Address:	12824 Lakeshore Drive
City:	Lakeside
Zip Code:	92040
Mailing Address:	12335 Woodside Avenue
City:	Lakeside
Zip Code:	92040
Contact Name:	Robyn Bowman
Contact Title:	Preschool Manager
Contact Telephone Number:	619-390-2391 Ext: 2900
Contact Email Address:	rbowman@lsusd.net

Contractor Name

Vendor #

Lakeside Union Elementary School District 6818

Section II, Part I – Contract and Program Type

Check all applicable boxes indicating the programs the contractor intends to continue to administer for FY 2025–26. The contractor agrees to continue implementation of these programs with funds provided by the CDE.

Contract Type (select all that apply)

- CSPP
 CPKS

Does the CSPP operate a Family Childcare Home Education Network?

- Yes
 No

Does the CSPP operate any sites on Tribal reservations or Tribal Trust Lands?

- Yes
 No

If yes, please indicate the name(s) of the Tribe(s) and each Tribal affiliated site:

Program Type (select all that apply)

- Full-Day/Full-Year Part-Day/Part-Year
 Full-Day/Part-Year Part-Day/Full-Year

REQUIRED DOCUMENT: A completed program calendar (EED 9730) form is required. If the contractor operates both a full-day and a part-day program, a separate program calendar (EED 9730) must be submitted for each.

Contractor Name

Vendor #

Lakeside Union Elementary School District 6818

Section II, Part II – Projected Enrollment

Insert the number of subsidized children your agency expects to enroll with the CSPP contract for each county services are provided, as applicable.

How many counties does your agency operate in? 1

1. County Name: San Diego

Number of Children to be Enrolled in Part-Day CSPP in the County: 48

Number of Children to be Enrolled in Full-Day CSPP in the County: 0

Total Number of Children to be Enrolled in the County: 48

2. County Name:

Number of Children to be Enrolled in Part-Day CSPP in the County:

Number of Children to be Enrolled in Full-Day CSPP in the County:

Total Number of Children to be Enrolled in the County: 0

3. County Name:

Number of Children to be Enrolled in Part-Day CSPP in the County:

Number of Children to be Enrolled in Full-Day CSPP in the County:

Total Number of Children to be Enrolled in the County: 0

Total Number of CSPP Children to be Enrolled: 48

Contractor Name

Vendor #

Lakeside Union Elementary School District 6818

Section III – Contractor’s Officers and Board of Directors Information				
Does the contractor have a board of directors?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If no, please explain the entity type and the governance structure, including the number of owners and partnerships.				
List all officers and board members/governing individuals (i.e., owner, director, etc.). Attach additional sheets as necessary.				
Name	Title	Telephone Number	Mailing Address	Email Address
Andrew Hayes	President	619-390-2600	12335 Woodside Ave. Lakeside, CA 92040	ahayes@lsusd.net
Lara Hoefer Moir	Vice President	619-390-2600	12335 Woodside Ave. Lakeside, CA 92040	lhoefermoir@lsusd.net
Jim Bennett	Clerk	619-390-2600	12335 Woodside Ave. Lakeside, CA 92040	jbennett@lsusd.net
Autumn Ellenson	Board Member	619-390-2600	12335 Woodside Ave. Lakeside, CA 92040	aellenson@lsusd.net
Ron Kasper	Board Member	619-390-2600	12335 Woodside Ave. Lakeside, CA 92040	rkasper@lsusd.net
Have any of the listed officers, board members, owners or other governing individuals ever served as an officer, board member, owner, or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?				
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
If yes, list on a separate page the officer(s), board member(s), owner(s) or other governing individual(s) to which this applies and include the former agency(ies) with which the individual(s) was/were previously affiliated and the circumstances leading to the termination, involuntary non-renewal or debarment.				

Contractor Name

Vendor #

Lakeside Union Elementary School District 6818

Section IV – Program Narrative

A. Please select the box below if the contractor **does not** have program or minimum days of operation (MDO) changes.

No changes

B. If the contractor **does** have program and/or MDO changes, please select the type(s) of change(s) and complete the Program Narrative Change (EED-3704A).

Program change

MDO change

NOTE: Making changes to the MDO does not change the contract Maximum Reimbursable Amount (MRA).

REQUIRED DOCUMENT: Contractors requesting program and/or MDO changes must also submit a completed Program Narrative Change (EED-3704A).

Section V – Subcontract Certification

For purposes of this CFA, subcontractor refers to an agency, other than lead contracted agency, who provides CSPP services in accordance with the provisions contained in the California Code of Regulations, Title 5 (5 CCR) and the Contract Terms and Conditions (CT&C) through an agreement with the lead contracted agency.

A. Please select the box below if the contractor does not have subcontractors.

No subcontractors

B. Please select the box below if the contractor does have subcontractors and intends to continue to operate using the subcontractors previously approved by EED.

Subcontractors

REQUIRED DOCUMENT: Contractors who subcontract CSPP services must also submit a completed Subcontract Certification Form (EED-3704B).

Contractor Name

Vendor #

Lakeside Union Elementary School District 6818

Section VI – Contractor Certification

Under penalty of perjury, I certify the following statements as true and correct to the best of my knowledge:

- I have read and understand the staffing requirements for Program Director, Site Supervisor, and Teacher. All staff employed by the contractor for the provision of preschool services are fully qualified for their respective positions. The exception to this certification is a person employed as Program Director or Site Supervisor who possesses a current Staffing Qualifications Waiver approved by the Early Education Division.
- I am authorized by the contractor’s Board of Directors or other governing authority to execute this CFA, signifying their intent to automatically renew the current CSPP contract, and CPKS contract if applicable, for FY 2025–26, under new terms and conditions to be established by the CDE, unless rejected in writing prior to the effective date of the new contract(s) on June 30, 2025.
- On behalf of the contractor and its governing authority, I understand that some information requested in this CFA is intended for use by CDE auditors in connection with future audit work and performance reviews and may not be used, reviewed, or considered by the CDE until after the contract has expired, if ever. Therefore, the contractor further understands that the information (and any underlying transactions) disclosed by this CFA shall not be considered properly noticed to the CDE, nor approved, accepted, or authorized by the CDE, even if the contractor’s request for continued funding by the CDE is subsequently approved.
- The governing board members or persons with governing authority have been trained in understanding conflict of interest requirements associated with their positions on the board and have reported all known conflicts of interest.
- As the signer of this CFA, I have supervisory authority over the CSPP and have knowledge of the information provided in this CFA. I am familiar with and will ensure that the contractor complies with all applicable program statutes and regulations in effect for FY 2025–26, including but not limited to:
 - Subcontracting requirements, including competitive bidding, CDE approval, and audit requirements in 5 CCR. I certify that any contractual arrangement(s) with subcontractors are made in adherence to the required subcontract provisions contained in the *California Education Code (EC)*, 5 CCR, and the CT&C. As the contractor, it is my responsibility to monitor the performance of the subcontractor to ensure services are provided appropriately through the entire contract term and that the contractor is ultimately responsible for the actions of any subcontractor.
 - Prohibitions on conflicts of interests, including (i) the assurances required to establish that transactions with officers, directors and other related party transactions are conducted at arm’s length, and (ii) employment limitations stated in Education Code.
 - Cost reimbursement requirements, including reimbursable and non-reimbursable costs, documentation requirements, the provisions for determining the reimbursable amount

Contractor Name

Vendor #

Lakeside Union Elementary School District 6818

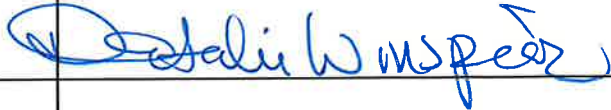
and other provisions in 5 CCR, and accounting and reporting requirements in 5 CCR.

- Operational and programmatic requirements.
- Personnel requirements as stipulated in Education Code, 5 CCR, and the CT&C.
- As the authorized representative of the CSPP contractor named in this application, I certify that:
 - I have reviewed all information for my agency and, to the best of my knowledge, the information on the CDMIS website reflects accurate information for my agency as of the date this certification is signed.
 - I understand my obligation as a CSPP contractor to ensure the accuracy of information in CDMIS on an ongoing basis and will update the information in CDMIS as needed throughout the contract period.

By signing this CFA, the contractor is indicating that it wishes to automatically renew the current contract for FY 2025–26 and, if approved, is willing to, and does accept, all terms and conditions of the CSPP contract, which will be provided to the contractor no later than June 1, 2025.

The contractor may reject the FY 2025–26 contract by providing the CDE with a written notice of rejection no later than June 30, 2025. Contractors that wish to reject the terms of the FY 2025–26 contract must provide written notice that the terms of the contract are rejected by sending an email to EarlyEducationContracts@cde.ca.gov on or before June 30, 2025. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2025–26 CSPP contract, and CPKS contract if applicable, are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract(s) will not have a contract(s) in effect for FY 2025–26. I understand that failure to timely reject the terms of the contract means that the contract may be automatically renewed for FY 2025-26 starting on July 1, 2025.

As the authorized representative of the contractor named in this application, I certify that I have reviewed all the information provided in this application, and in all accompanying forms, and I hereby attest that the information provided is true and correct to the best of my knowledge as of the date this certification is signed.

Printed Name of the Contractor's Authorized Representative:	Dr. Natalie Winspear
Title of the Contractor's Authorized Representative:	Assistant Superintendent , Educational Services
Signature of the Contractor's Authorized Representative:	
Date of Signature:	

Contractor Name Vendor #
Lakeside Union Elementary School District 6818

Section VII – Continued Funding Application Checklist	
<p>1. Is the contractor a public or non-public agency? <i>The State Administrative Manual defines a public agency as any state agency, city, county, special district, school district, community college district, county superintendent of schools, or federal agency. A charter school is also a public agency. Any agency that does not meet these criteria is considered a non-public agency.</i></p> <p><input checked="" type="checkbox"/> Public Agency <input type="checkbox"/> Non-Public Agency</p>	
<p>2. Is the contractor a community college or community college district in California?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>3. Is the contractor a local educational agency (LEA)?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Please review your CFA package carefully before submission. Check the boxes below to confirm that each CFA section is complete, and each applicable required attachment is included in the CFA package. Forms for attachment are located on the CDE CFA web page located at https://www.cde.ca.gov/sp/cd/ci/cfa2526.asp.</p>	
CFA Section	Check Box
Section I – Contractor Information	<input checked="" type="checkbox"/>
Section II – Contract and Program Type	<input checked="" type="checkbox"/>
Section III – Contractor’s Officers and Board of Directors Information	<input checked="" type="checkbox"/>
Section IV – Program Narrative	<input checked="" type="checkbox"/>
Section V – Subcontract Certification	<input checked="" type="checkbox"/>
Section VI – Contractor Certification*	<input checked="" type="checkbox"/>
Section VII – CFA Checklist	<input checked="" type="checkbox"/>
<p>All Sections must be included in the CFA package. *Requires signature.</p>	

Contractor Name Vendor #
Lakeside Union Elementary School District 6818

Required Attachments	Public Agency	Non-Public Agency	Check Box
CSPP Program Calendar(s) (EED 9730)	Yes	Yes	<input checked="" type="checkbox"/>
California Civil Rights Laws Certification (CO-005)	Yes	Yes	<input checked="" type="checkbox"/>
Contractor Certification Clauses (CCC)	Yes	Yes	<input checked="" type="checkbox"/>
Federal Certification (CO.8)	Yes	Yes	<input checked="" type="checkbox"/>
CDMIS Agency Information Certification	Yes	Yes	<input checked="" type="checkbox"/>
State of California, Payee Data Record (STD. 204)	No	Yes	<input type="checkbox"/>
Payee Data Record Supplement (STD. 205)	No	Required only if payment address differs from mailing address on STD. 204	<input type="checkbox"/>
Secretary of State certification or search results	No	Yes	<input type="checkbox"/>
Verification of LEA Name and Address: Information page printed from California School Directory web page or California Community College Chancellor's web page, as applicable	LEAs only	No	<input checked="" type="checkbox"/>
Program Narrative Change (EED 3704A)	Required only if requesting changes	Required only if requesting changes	<input type="checkbox"/>
Subcontract Certification (EED 3704B)	Required only if subcontracting	Required only if subcontracting	<input type="checkbox"/>
Authorizing board resolution, policy, or meeting minutes	Yes	As applicable	<input checked="" type="checkbox"/>
Application for License Exemption	Required only from LEAs applying to be exempt from licensure pursuant to <i>Health & Safety Code</i> Section 1596.792(o).	No	<input type="checkbox"/>

California State Preschool Program Fiscal Year 2025–26 Program Calendar

Contractor Name: Lakeside Union Elementary School District

County: San Diego

Vendor Number: 6818

Contract Type: CSPP

Program Type: Part-Day

Instructions: Check the box on each date your program will operate. Total days of operation will automatically calculate.

July 2025 Days of Operation 0

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>
20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>
27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A

August 2025 Days of Operation 12

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input type="checkbox"/>
17 <input type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input type="checkbox"/>
24 <input type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input type="checkbox"/>
31 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

September 2025 Days of Operation 21

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input checked="" type="checkbox"/>	N/A	N/A	N/A	N/A

October 2025 Days of Operation 22

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>
5 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input type="checkbox"/>
19 <input type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input type="checkbox"/>
26 <input type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input checked="" type="checkbox"/>	31 <input checked="" type="checkbox"/>	N/A

November 2025 Days of Operation 13

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>
2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>
9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input type="checkbox"/>
16 <input type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input type="checkbox"/>
23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>
30 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

December 2025 Days of Operation 15

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A	N/A

January 2026 Days of Operation 18

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input type="checkbox"/>
11 <input type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input type="checkbox"/>
18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input type="checkbox"/>
25 <input type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>

February 2026 Days of Operation 18

SUN	MON	TUE	WED	THU	FRI	SAT
1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input type="checkbox"/>
15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input type="checkbox"/>
22 <input type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input type="checkbox"/>

March 2026 Days of Operation 20

SUN	MON	TUE	WED	THU	FRI	SAT
1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input type="checkbox"/>
15 <input type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input type="checkbox"/>
22 <input type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input type="checkbox"/>
29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A	N/A	N/A

April 2026 Days of Operation 14

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input type="checkbox"/>
19 <input type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input type="checkbox"/>
26 <input type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input checked="" type="checkbox"/>	N/A	N/A

May 2026 Days of Operation 20

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>
10 <input type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input type="checkbox"/>
17 <input type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input type="checkbox"/>
24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input type="checkbox"/>
31 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

June 2026 Days of Operation 9

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	N/A	N/A	N/A	N/A

Total Days of Operation: 182

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

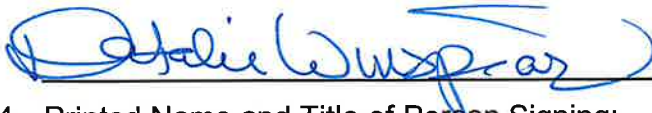
1. Proposer/Bidder Firm Name (Printed):

Lakeside Union Elementary School District

2. Federal ID Number:

95-6001809

3. By (Authorized Signature):



4. Printed Name and Title of Person Signing:

Dr. Natalie Winspear - Assistant Superintendent, Educational Services

5. Date Executed:

6. Executed in the County and State of:

San Diego, California

Contractor Certification Clauses

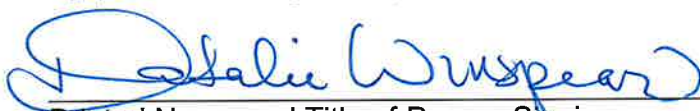
CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
Lakeside Union Elementary School District	95-6001809

By (Authorized Signature)



Printed Name and Title of Person Signing

Dr. Natalie Winspear - Assistant Superintendent, Educational Services

Date Executed	Executed in the County of
	San Diego

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

FEDERAL CERTIFICATIONS

CO.8 (REV. 06/20)

California Department of Education

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 Code of Federal Regulations (CFR) Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:
- (b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement,

theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The danger of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

12824 Lakeshore Drive
Lakeside, CA 92040
San Diego County

Check if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

- a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and
- b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in- patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

FISCAL YEAR 2025-26

CONTRACTOR NAME

Lakeside Union Elementary School District

VENDOR ID NUMBER

6818

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Dr. Natalie Winspear - Assistant Superintendent, Educational Services

SIGNATURE

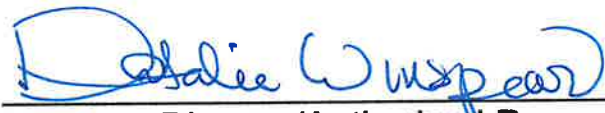
DATE

Child Development Division Agency Information Certification

I certify, as the authorized representative of the agency listed below, I have reviewed all the information for **Lakeside Union Elem School Dis (6818)** and updates, additions, or deletions have been submitted as needed for information in all of the areas below:

- Executive Director/Superintendent information
- Program Director information
- Sites and Licenses and/or Office information
- Family Child Care Home summary information

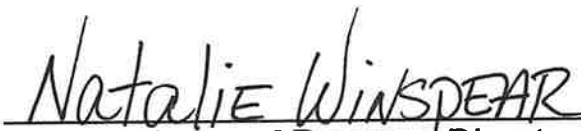
To the best of my knowledge, the information on the CDMIS Web site reflects accurate information for **Lakeside Union Elem School Dis (6818)** as of the date this certification was signed.



Program Director/Authorized Representative Signature



Date Signed





Printed Name of Program Director/Authorized Representative

Name of Agency User Generating Certification: Robyn Bowman

Date Generated: 9/13/2024

Assigned CDD Consultant: Richard Miller

Lakeside Union Elementary

County	San Diego
District	Lakeside Union Elementary List of active district's schools
CDS Code	37 68189 0000000
District Address	12335 Woodside Ave. Lakeside, CA 92040-0578 Google Map 
Mailing Address	12335 Woodside Ave. Lakeside, CA 92040-0578
Phone Number	(619) 390-2600
Fax Number	Information Not Available
Email	rcamarero@lsusd.net
Web Address	www.lsusd.net 
Superintendent	Dr. Rhonda Taylor Superintendent (619) 390-2600 Ext. 2610 rtaylor@lsusd.net
Chief Business Official	Lisa Davis Assistant Superintend Business Services (619) 390-2600 Ext. 2641 lisadavis@lsusd.net
Status	Active
District Type	Elementary School District
Low Grade	P
High Grade	12
NCES/Federal District ID	0620790
CDS Coordinator (Contact for Data Updates)	Rachel Camarero (619) 390-2600 Ext. 2606 Request Data Update(s)
Last Updated	August 22, 2024

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Resolution No. 2025-05, Red Ribbon Week

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

Resolution No. 2025-05, declaring the week of October 21-25, 2024, as Red Ribbon Week in the Lakeside Union School District. The District encourages the community to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug-free, tobacco and alcohol-abuse-free community.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Recommended Action:


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

Originating Department/School: Superintendent

Submitted/Recommended By:


Rachel Camarero, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**LAKESIDE UNION SCHOOL DISTRICT
RESOLUTION NO. 2025-05**

RED RIBBON/DRUG AWARENESS WEEK

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

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

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

WHEREAS The Red Ribbon Campaign will be celebrated in every community in America during "**RED RIBBON WEEK**," October 21-25, 2024 and

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

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the Lakeside Union School District does hereby support October 21-25, 2024 as "**RED RIBBON WEEK**", and encourage the community to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug-free, tobacco and alcohol abuse free community.

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

PASSED AND ADOPTED this 10th day of October 2024 by the Governing Board of the Lakeside Union School District of San Diego County, California.

Andrew Hayes, President

Lara Hofer Moir, Vice President

Jim Bennett, Clerk

Ron Kasper, Member

Autumn Ellenson, Member

Dr. Rhonda Taylor, Superintendent

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approval/Ratification of Personnel Assignment Order 2025-05:

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

Fiscal Impact (Cost):

N/A

Funding Source:

Recommended Action:

Informational

Discussion

Approval

Denial

Ratification

Explanation: Click here to enter text.

Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

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

**LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES BOARD MEETING, October 10, 2024
Personnel Assignment Order – 2025-05**

BACKGROUND:

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

Certificated Staff

A. New Hire:

Employee	Assignment/Location	Class/Step	New Annual Salary	Effective Date
Rhodes, Tatum	Teacher/LF	A/1	\$58,750	8/14/2024
Hernandez, Evangelina	Psychologist/Itinerant	E/8	\$81,818	10/01/2024
Folske, Mary	SLP/Itinerant	D/12	\$88,217	09/23/2024
Carraway, Deborah	Teacher/DREAM	F/16	\$106,645	09/23/2024

B. Provisional Internship Permit:

Employee	Assignment/Location	Reason	Recommendation	Effective Date

C. New Hire Certificated Management:

Employee	Assignment/Location	Range/Step	Effective Date

E. LAO:

Employee	Location	Position	Reason	Effective Date

F. Reduction of FTE:

Employee	Location	Position	Effective Date	Recommendation

G. Resignation:

Employee	Assignment/Location	Reason	Effective Date

H. Retirement:

Employee	Assignment/Location	Effective Date

Classified Staff

I. New Hire:

Employee	Location	Position/Class/Step	New Monthly Salary	Effective Date
Almon, Heather	Dream	Child Nutrition Assistant/8/2	\$671.31	10/1/2024
Carrera, Lisa	TDS	Child Nutrition Assistant/8/7	\$765.61	9/23/2024
Lindemann, Sydnie	Lindo Park	Campus Student Supervisor/8/2	\$680.34	10/4/2024
Pasos, Kayla	Wintergardens	Campus Student Supervisor/8/2	\$680.34	9/3/2024
Russell, Roger	Maintenance	Skilled Maint Worker/29/7	\$67,944.00	10/14/2024
Thomason, Tiffany	Lakeside Farms	IA-I-Sped10/2	\$1,032.83	9/16/2024

J. Change of Status/Location:

Employee	Location	Position	Previous Monthly Salary	New Monthly Salary	Effective Date
Green, Patricia	Lindo Park	IA-I-Sped	\$1,512.00	\$1,203.24	10/01/2024
Munoz, Jewel	Lindo Park	IA-III-Sped	\$1,512.35	\$2,613.00	10/01/2024
Scott, Felicia	Lakeside Middle School	CSS/8/3	\$765.61	\$1,148.77	9/20/2024

K. Management Position:

Employee	Location	Position/Range/Step	Effective Date

L. Resignation/Termination:

Employee	Location	Position	Reason	Effective Date
Whaley, Julianne	Lindo Park	IA-I-SPED	N/A	9/6/2024

M. Return from Leave (FMLA):

Employee Name	Location	Position	Effective Date

N. Short Term Staff Agreement

Employee	Title	Start/End Date	Job Duties	Hourly Rate

RECOMMENDATION:

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

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: OCTOBER 10, 2024

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 08/24/2024 THRU 09/24/2024

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

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

Fiscal Impact (Cost):

\$ 2,752,219.85

Funding Source:

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

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	026050	AMERICAN FIDELITY ADMIN. SERVICES, LLC	8/28/2024	ACA Reporting Services	3,464.00
0100	026138	PROJECT LEAD THE WAY	9/3/2024	GATEWAY PARTICIPATION	950.00
0100	026571	CLARK SECURITY PRODUCTS	9/16/2024	SECURITY	344.53
0100	026572	CURRIER & HUDSON	9/16/2024	LEGAL FEES	10,843.06
0100	026575	PROJECT LEAD THE WAY	9/16/2024	GATEWAY PARTICIPATION	950.00
0100	026576	SYCAMORE LANDFILL	9/16/2024	DISPOSAL SERVICE	755.26
0100	026737	AMERICAN FIDELITY ADMIN. SERVICES, LLC	9/18/2024	ACA Reporting Services	1,294.20
0100	026738	DION & SONS, INC.	9/18/2024	FUEL	3,634.39
0100	026871	SYCAMORE LANDFILL	9/23/2024	DISPOSAL SERVICE	563.20
0100	14192141	SETH A. SCHWARTZ - BRIGHTSIDE LAW GROU	8/26/2024	BRIGHTSIDE LAW GROUP SETTLEMEN	6,000.00
0100	14192143	MISSION FEDERAL CREDIT UNION	8/26/2024	P CARD	6,876.35
0100	14193271	AAA WATER TENDER	8/29/2024	SUPPLIES/PARTS/REPAIRS	354.26
0100	14193272	ALBERTSONS	8/29/2024	SUPPLIES	269.27
0100	14193273	ALPHA STUDIO DESIGN GROUP	8/29/2024	ARCHITECT SERVICE	12,763.00
0100	14193275	AMAZON CAPITAL SERVICES, INC.	8/29/2024	SUPPLIES	546.63
0100	14193276	ASCEND SERVICES, INC.	8/29/2024	REHAB SERVICES	736.00
0100	14193278	CINTAS CORPORATION	8/29/2024	UNIFORMS	894.11
0100	14193281	CRISP ENTERPRISES, INC. CRISP IMAGING	8/29/2024	PRINTING	4,533.04
0100	14193282	DATEL SYSTEMS INCORPORATED	8/29/2024	AXIS NETWORK CAMERA SOLO KIT	18,900.43
0100	14193284	DEPARTMENT OF JUSTICE	8/29/2024	HR Fingerprinting	322.00
0100	14193286	EYE PHONE CITY	8/29/2024	iPad Repair	2,165.61
0100	14193287	FIBRE RESOURCES UNLIMITED, INC.	8/29/2024	SHREDDING SERVICE	275.00
0100	14193288	Gander Publishing Inc.	8/29/2024	SUPPLIES	221.26
0100	14193289	GRAINGER	8/29/2024	SUPPLIES/PARTS	214.57
0100	14193290	HAWTHORNE RENT-IT SERVICE	8/29/2024	EQUIPMENT RENTAL	518.41
0100	14193291	HOME DEPOT CREDIT SERVICES	8/29/2024	SUPPLIES	2,882.13
0100	14193293	LAKESIDE EQUIPMENT	8/29/2024	EQUIPMENT RENTAL	621.24
0100	14193295	MULTI-HEALTH SYSTEMS INC.	8/29/2024	ASRS PARENT ONLINE	855.00
0100	14193297	NEXT DAY PRINTED TEES	8/29/2024	PE CLOTHES	995.61
0100	14193299	OFFICE DEPOT, INC.	8/29/2024	SUPPLIES	14.00
0100	14193300	JENNIFER PRICE	8/29/2024	CONFERENCE REIMBURSEMENT	221.25

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14193301	RENAISSANCE LEARNING, INC	8/29/2024	DNA SOFTWARE LICENSE YEAR 1C	25,974.56
0100	14193303	SAN DIEGO COUNTY OFFICE OF ED	8/29/2024	FRISK TRAINING	139.00
0100	14193304	SAN JOAQUIN CO. OFFICE OF EDUC	8/29/2024	BSST YEARLY RENEWAL FOR 24/25	6,058.75
0100	14193305	SCHOOL FACILITY CONSULTANTS	8/29/2024	CONSULTING	605.00
0100	14193307	RUSSELL SIGLER, INC.	8/29/2024	PARTS/REPAIR	1,278.09
0100	14193308	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	8/29/2024	SUPPLIES	41.65
0100	14193309	SMART & FINAL	8/29/2024	SUPPLIES	8.98
0100	14193310	SOUTHWEST SCHOOL & OFFICE SUPPLY	8/29/2024	SUPPLIES	4,590.61
0100	14193311	Dewey Gene Cornell	8/29/2024	COMPREHENSIVE SCHOOL THREAT AS	1,080.00
0100	14193312	KELCY SUTTON	8/29/2024	CONFERENCE REIMBURSEMENT	792.33
0100	14193313	SYCAMORE LANDFILL	8/29/2024	DISPOSAL SERVICE	539.02
0100	14195592	LAVI INSTITUTE	9/5/2024	VIDEO ASSESSMENT TOOLS	1,800.00
0100	14195593	ASELTINE SCHOOL	9/5/2024	NPS TUITION	14,211.20
0100	14195594	COALITION FOR ADEQUATE SCHOOL HOUSING	9/5/2024	CASH - ONE YEAR SUBSCRIPTION	559.00
0100	14195595	CPI	9/5/2024	NONVIOLENT CRISIS INTERVENTION	4,883.21
0100	14195597	EDCO DISPOSAL CORPORATION	9/5/2024	GARBAGE AND RECYCLING	7,288.83
0100	14195598	LAKESIDE WATER DISTRICT	9/5/2024	MONTHLY WATER	1,707.67
0100	14195599	AUDREY LENT	9/5/2024	CONFERENCE REIMBURSEMENT	1,521.73
0100	14195600	McGRAW-HILL SCHOOL EDUCATION HOLDING	9/5/2024	CURRICULUM	43,361.60
0100	14195601	SEA WORLD OF CALIFORNIA	9/5/2024	FIELD TRIP	7,820.00
0100	14195602	INKREN INC aka SKRITTER	9/5/2024	SUBSCRIPTION	1,500.00
0100	14196629	ALLIED REFRIGERATION INC	9/9/2024	SUPPLIES/PARTS	62.32
0100	14196630	GABRIELLE BOJORQUEZ	9/9/2024	SUPPLIES	103.91
0100	14196631	LUCRETIA BROWNING	9/9/2024	REIMBURSEMENT	169.86
0100	14196632	BRANDY DELYSER	9/9/2024	REIMBURSEMENT	73.79
0100	14196633	REECE PLUMBING	9/9/2024	PARTS/REPAIR	41.32
0100	14196636	KASEY HAYNES	9/9/2024	CLAIM PAYMENT	2,259.02
0100	14196637	JUPITER ED, INC.	9/9/2024	SUBSCRIPTION	4,042.60
0100	14196638	LCS - TRAINING	9/9/2024	CALPAPDS/SEIS TRAINING	1,316.66
0100	14196639	ANDRES LIBRADO JR.	9/9/2024	MILEAGE REIMBURSEMENT	321.20
0100	14196640	LAKESIDE UNION SCHOOL DISTRICT	9/9/2024	REVOLVING CASH	5,307.56

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14197946	Kimberly A Minden	9/12/2024	REIMBURSEMENT	15.78
0100	14197947	5 - Star Students	9/12/2024	PLATINUM PACK. RENEWAL	1,850.00
0100	14197948	ASSOCIATION OF CALIFORNIA SCHOOL ADMIN	9/12/2024	ACSA CONFERENCE	1,029.00
0100	14197949	AMPLIFY EDUCATION, INC.	9/12/2024	DESMOS	10,800.00
0100	14197950	AIR FILTER SUPPLY a CA CORPORATION	9/12/2024	SUPPLIES	16,077.88
0100	14197951	ALBERTSONS	9/12/2024	SUPPLIES	372.53
0100	14197953	E3 DIAGNOSTICS, INC	9/12/2024	AUDIOMETERS	2,614.11
0100	14197954	AVANT ASSESSMENT, LLC	9/12/2024	AVANT STAMP 4S - LANGUAGE TBD	8,855.50
0100	14197955	AZUMA TECH SYSTEMS INC.	9/12/2024	SERVICE	9,950.00
0100	14197957	CalPERS	9/12/2024	CALPERS EDU FORUM 2024	599.00
0100	14197958	CINTAS CORPORATION	9/12/2024	UNIFORMS	1,030.32
0100	14197959	CI SOLUTIONS	9/12/2024	ANNUAL FULL SERVICE AGREEMENT	655.00
0100	14197960	COOLE SCHOOL	9/12/2024	PLANNERS	4,335.21
0100	14197962	DATEL SYSTEMS INCORPORATED	9/12/2024	TECH SUPPLIES	1,590.00
0100	14197965	FRANCHISE TAX BOARD	9/12/2024	FRANCHISE TAX WITHOLDING	525.00
0100	14197966	GWENDOLYN FRALEY	9/12/2024	REIMBURSEMENT	250.00
0100	14197969	GENERATION GENIUS, INC.	9/12/2024	SUBSCRIPTION	474.00
0100	14197971	DAYNAH HOOPER-ROBLED0	9/12/2024	REIMBURSEMENT	127.60
0100	14197973	JUPITER ED,INC.	9/12/2024	SUBSCRIPTION	4,482.02
0100	14197975	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	9/12/2024	COPIER LEASE AND COPIES	765.56
0100	14197976	LAKESIDE WATER DISTRICT	9/12/2024	MONTHLY WATER	3,429.25
0100	14197977	KIM MESSINA	9/12/2024	REIMBURSEMENT	145.46
0100	14197979	AMANDA NELSON	9/12/2024	REIMBURSEMENT	48.70
0100	14197981	JESUS OCHOA	9/12/2024	REIMBURSEMENT	199.79
0100	14197982	OFFICE DEPOT, INC.	9/12/2024	SUPPLIES	38.53
0100	14197983	DAVIS CONSULTING CORPORATION	9/12/2024	PRINTER MANAGEMENT	1,578.00
0100	14197985	BRENDA POTTS	9/12/2024	REIMBURSEMENT	277.43
0100	14197987	BETH SANFORD	9/12/2024	REIMBURSEMENT	89.95
0100	14197988	SCHOOL HEALTH CORP.	9/12/2024	10 AED'S FULLY AUTOMATIC	18,721.57
0100	14197989	SD Transmissions	9/12/2024	PARTS/REPAIR	1,750.00
0100	14197990	SHRED IT	9/12/2024	SHREDDING SERVICE	161.69

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14197991	SMART & FINAL	9/12/2024	ASES LP	1,145.11
0100	14197992	SMORE	9/12/2024	RV SMORE TEAM ACCOUNT - STARTE	1,360.00
0100	14197993	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/12/2024	SUPPLIES	274.94
0100	14197994	SIERRA STARK	9/12/2024	REIMBURSEMENT	261.31
0100	14197995	TAIRA HOLDEN	9/12/2024	REIMBURSEMENT	116.85
0100	14197997	Transfinder Corporation	9/12/2024	Software,Training,Professional	25,529.00
0100	14198000	WELLS FARGO VENDOR FINANCIAL SERVICES	9/12/2024	COPIER LEASE AND COPIES	747.35
0100	14198001	WESTERN ENVIRONMENTAL & SAFETY	9/12/2024	ASBESTOS TESTING FOR BUILDING	2,227.00
0100	14199576	ALBERTSONS	9/16/2024	ASES LMS	255.60
0100	14199577	ALLIED REFRIGERATION INC	9/16/2024	SUPPLIES/PARTS	245.71
0100	14199578	CALIFORNIA SCHOOL BOARDS ASSN	9/16/2024	CSBA MEMBERSHIP	24,036.00
0100	14199579	CAMEO PAPER & JANITORIAL	9/16/2024	CUSTODIAL	1,052.85
0100	14199580	LEONARD CORREIA	9/16/2024	REIMBURSEMENT	264.78
0100	14199581	CURRICULUM ASSOCIATES LLC	9/16/2024	CURRICULUM	689.41
0100	14199582	EL CAJON FORD	9/16/2024	PARTS/REPAIR	167.17
0100	14199583	GEM INDUSTRIAL	9/16/2024	LF ESS RELO	304,950.00
0100	14199584	GRAINGER	9/16/2024	M&O supply/parts	935.96
0100	14199585	Image One Corporation	9/16/2024	SUPPLIES/PARTS	3,498.00
0100	14199586	JASON JUSTESON	9/16/2024	REIMBURSEMENT	170.54
0100	14199587	JENNIFER MARTIGNETTI	9/16/2024	REIMBURSEMENT	36.60
0100	14199588	OREILLY AUTO PARTS	9/16/2024	PARTS	167.34
0100	14199589	JODI STEIN	9/16/2024	REIMBURSEMENT	92.96
0100	14199590	ASHLEY STREET	9/16/2024	REIMBURSEMENT	143.68
0100	14199591	TEACHERS' CURRICULUM INSTITUTE	9/16/2024	CURRICULUM	27,000.00
0100	14199593	ERIKA WOOLSEY	9/16/2024	REIMBURSEMENT	146.09
0100	14200890	4IMPRINT, INC.	9/19/2024	POLO SHIRTS	258.18
0100	14200892	AAA WATER TENDER	9/19/2024	SUPPLIES/PARTS/REPAIRS	123.81
0100	14200893	ASSOCIATION OF CALIFORNIA SCHOOL ADMIN	9/19/2024	EDUCATIONAL INSTITUTE & MEMBERSHIP	2,768.56
0100	14200895	AT&T	9/19/2024	MONTHLY PHONE SERVICE	5,826.30
0100	14200896	AZUMA TECH SYSTEMS INC.	9/19/2024	SERVICE	3,332.00
0100	14200897	MICHAEL BISHOP	9/19/2024	REIMBURSEMENT	102.81

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14200898	LUCRETIA BROWNING	9/19/2024	REIMBURSEMENT	86.92
0100	14200902	RON COOK	9/19/2024	MEDIA SERVICES	1,100.00
0100	14200905	DATEL SYSTEMS INCORPORATED	9/19/2024	CAMERA AXIS	16,082.77
0100	14200908	EYE PHONE CITY	9/19/2024	iPad Repair	2,585.84
0100	14200909	Food Service Sustainability Solutions, L	9/19/2024	COMPOST	40,712.50
0100	14200910	GEM INDUSTRIAL	9/19/2024	CENTRAL KITCHEN& LV ESS RENO	484,919.14
0100	14200911	CORDANCE OPERATIONS LLC	9/19/2024	RECURRING ACCESS TO THE MONITO	13,005.00
0100	14200912	HOME DEPOT CREDIT SERVICES	9/19/2024	SUPPLIES	2,954.59
0100	14200913	DAYNAH HOOPER-ROBLEDO	9/19/2024	REIMBURSEMENT	121.92
0100	14200914	IMPERIAL SPRINKLER SUPPLY, INC.	9/19/2024	PARTS	17.91
0100	14200915	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	9/19/2024	COPIER LEASE AND COPIES	456.48
0100	14200918	LAKESIDE WATER DISTRICT	9/19/2024	MONTHLY WATER	1,430.49
0100	14200919	KIM MESSINA	9/19/2024	REIMBURSEMENT	238.15
0100	14200924	RADIO WORKS USA, INC.	9/19/2024	BATTERIES	1,991.91
0100	14200925	RAYNE OF SAN DIEGO	9/19/2024	WATER SERVICE	111.00
0100	14200926	RENAISSANCE LEARNING, INC	9/19/2024	ACCELERATED READER SUBSCRIPTIO	200.04
0100	14200927	RHONDA TAYLOR	9/19/2024	REIMBURESEMENT	52.64
0100	14200928	ROBOTICS EDUCATION & COMPETITION FOU	9/19/2024	SAN DIEGO VEX SEVENTH ANN	250.00
0100	14200929	SAN DIEGO COUNTY OFFICE OF ED	9/19/2024	SD EARLY BIRD REG. 2024 CTE CA	600.00
0100	14200930	SAN DIEGO GAS & ELECTRIC	9/19/2024	MONTHLY GAS AND ELECTRIC	13,956.45
0100	14200931	SCHOOL DATEBOOKS, INC.	9/19/2024	SUPPLIES	906.05
0100	14200932	SHRED IT	9/19/2024	SHREDDING SERVICE	270.16
0100	14200933	KRISTIN SMITH	9/19/2024	REIMBURSEMENT	51.86
0100	14200934	SOUTHWEST SCHOOL & OFFICE SUPPLY	9/19/2024	SUPPLIES	143.77
0100	14200935	SPARKLETTES	9/19/2024	BOTTLED WATER	1,109.89
0100	14200936	TEACHERS' CURRICULUM INSTITUTE	9/19/2024	CURRICULUM	390,534.81
0100	14200938	JEWELL ENTERPRISES SD LLC	9/19/2024	CUME FOLDERS	243.52
0100	14200939	THERAPRO	9/19/2024	SENSORY PROCESSING MEASURING	191.40
0100	14200940	TOTAL VISION PC, INC.	9/19/2024	VISION THERAPY SESSION	760.00
0100	14200942	VERIZON WIRELESS	9/19/2024	MONTHLY CELL SERVICE	1,940.39
0100	14200943	WELLS FARGO VENDOR FINANCIAL SERVICES	9/19/2024	COPIER LEASE AND COPIES	731.34

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14202266	CITY OF SAN DIEGO	9/23/2024	AED SERVICING FOR 13 AED'S	305.00
0100	14202267	AGRICULTURAL PEST CONTROL	9/23/2024	SERVICE	3,025.00
0100	14202268	ALLIED REFRIGERATION INC	9/23/2024	PARTS	28.19
0100	14202269	AMERI-MEX PLUMBING INC	9/23/2024	PARTS	1,313.13
0100	14202270	A-Z BUS SALES INC.	9/23/2024	PARTS	115.96
0100	14202271	MATH TRANSFORMATIONS	9/23/2024	AUGUST PROFESSIONAL GROWTH DAY	93,000.00
0100	14202272	MARY ELIZABETH BROTHERS	9/23/2024	TEACHER INDUCTION	1,000.00
0100	14202275	RON COOK	9/23/2024	MEDIA SERVICES	750.00
0100	14202277	TIMOTHY D ARMSTRONG	9/23/2024	PRINTING	134.69
0100	14202278	ELEVATOR PROFESSIONALS INC.	9/23/2024	SERVICE	540.80
0100	14202280	FAGEN FRIEDMAN & FULFROST LLP	9/23/2024	SPECIAL ED SYMPOSIUM	765.00
0100	14202281	FOLLETT SCHOOL SOLUTIONS	9/23/2024	SUPPLIES	386.89
0100	14202282	KAREN GALVEZ DAVILLA	9/23/2024	TEACHER INDUCTION	1,000.00
0100	14202283	HOLLANDIA DAIRY	9/23/2024	DAIRY	13,464.59
0100	14202284	IMPERIAL SPRINKLER SUPPLY, INC.	9/23/2024	PARTS	873.64
0100	14202285	QUADIENT LEASING USA, INC.	9/23/2024	POSTAL LEASE	1,253.81
0100	14202286	OFFICE DEPOT, INC.	9/23/2024	SUPPLIES	236.12
0100	14202287	PAYTONS TRUE VALUE HARDWARE	9/23/2024	SUPPLIES	1,279.25
0100	14202288	Kelli Leves	9/23/2024	TEACHER INDUCTION	1,000.00
0100	14202289	MONICA QUINTAS GRIES	9/23/2024	TEACHER INDUCTION	1,000.00
0100	14202290	SCHOOL SPECIALTY, INC	9/23/2024	DREAM SUPPLIES AND FURNITURE	4,533.91
0100	14202291	SLOAN PLUMBING SERVICES INC	9/23/2024	SERVICE	1,800.00
0100	14202292	STARFALL EDUCATION	9/23/2024	SUBSCRIPTION	355.00
0100	14202293	RENA TANSON	9/23/2024	TEACHER INDUCTION	1,000.00
0100	14202294	JEWELL ENTERPRISES SD LLC	9/23/2024	PRINTING	70.04
0100	14202295	Transfinder Corporation	9/23/2024	MOT HARDWARE	8,151.23
0100 TOTAL				GENERAL	1,839,341.26
0800	14197978	CLIFFORD MULL	9/12/2024	REIMBURESEMENT	743.95
0800 TOTAL				ASB	743.95
1200	14192143	MISSION FEDERAL CREDIT UNION	8/26/2024	P CARD	5,738.08
1200	14195597	EDCO DISPOSAL CORPORATION	9/5/2024	GARBAGE AND RECYCLING	127.39

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1200	14195598	LAKESIDE WATER DISTRICT	9/5/2024	MONTHLY WATER	56.68
1200	14195603	SMART & FINAL	9/5/2024	SUPPLIES	122.70
1200	14197976	LAKESIDE WATER DISTRICT	9/12/2024	MONTHLY WATER	39.47
1200	14197986	ALEXIS ROGERS	9/12/2024	REIMBURSEMENT	25.73
1200	14197998	KIRSTEN VAIASUSO	9/12/2024	TUITION REFUND	100.00
1200	14197999	Katelyn Warmack	9/12/2024	REFUND	50.00
1200	14200903	CORODATA SHREDDING, INC.	9/19/2024	SHREDDING SERVICE	5.00
1200	14200907	EVERYCHILD CA ASSOC LEADERS ADV. EARLY	9/19/2024	FALL TA ATTENDEE	1,098.00
1200	14200917	LAKESHORE LEARNING MATERIALS	9/19/2024	SUPPLIES	8,483.16
1200	14200930	SAN DIEGO GAS & ELECTRIC	9/19/2024	MONTHLY GAS AND ELECTRIC	453.07
1200	14200935	SPARKLETTS	9/19/2024	BOTTLED WATER	88.89
1200	14200943	WELLS FARGO VENDOR FINANCIAL SERVICES	9/19/2024	COPIER LEASE AND COPIES	106.82
1200 TOTAL				CHILD DEVELOPMENT	16,494.99
1300	026573	DION & SONS, INC.	9/16/2024	FUEL	487.09
1300	026577	SYSCO FOODS SERVICES	9/16/2024	CN Broadline	1,555.32
1300	026870	DION & SONS, INC.	9/23/2024	FUEL	383.25
1300	026872	SYSCO FOODS SERVICES	9/23/2024	CN Broadline	698.13
1300	14192143	MISSION FEDERAL CREDIT UNION	8/26/2024	P CARD	8,811.91
1300	14193270	4IMPRINT, INC.	8/29/2024	PRINTING	942.42
1300	14193278	CINTAS CORPORATION	8/29/2024	UNIFORMS	151.20
1300	14193283	DOUGLAS FOOD STORES, INC dba DOUGLAS E	8/29/2024	MILK COOLER EH	3,299.06
1300	14193302	KATIE RUBIO	8/29/2024	PARENT REFUND	26.00
1300	14193309	SMART & FINAL	8/29/2024	CN Broadline	65.88
1300	14193314	SYSCO FOODS SERVICES	8/29/2024	CN Broadline	1,119.67
1300	14195596	ECONOMY RESTAURANT & SUPPLY CO	9/5/2024	SUPPLIES	2,206.80
1300	14195603	SMART & FINAL	9/5/2024	CN Broadline	129.83
1300	14196634	GOLD STAR FOODS INC	9/9/2024	NUTRITION	44,601.55
1300	14196641	KRISTIE SUMMERS	9/9/2024	REIMBURSEMENT	26.97
1300	14197952	AMERICAN PRODUCE DISTRIBUTORS	9/12/2024	CN Produce	1,791.94
1300	14197958	CINTAS CORPORATION	9/12/2024	UNIFORMS	189.00
1300	14197961	DASSI FAMILY FARM	9/12/2024	CN Produce	1,584.00

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1300	14197963	DOMINOS PIZZA	9/12/2024	CN Broadline	8,303.10
1300	14197964	FREEZING POINT LLC	9/12/2024	CN Snack	2,255.76
1300	14197967	GARCIAS PUEBLA MERCADO	9/12/2024	CN Broadline	1,390.50
1300	14197970	GOLD STAR FOODS INC	9/12/2024	NUTRITION	9,045.71
1300	14197972	IMPERIAL DADE	9/12/2024	CN Supplies	3,289.62
1300	14197974	K GRAPHICS POSTERS	9/12/2024	CN Services	360.00
1300	14197984	INDIVIDUAL FOODSERVICE	9/12/2024	CN Supplies	3,518.22
1300	14197991	SMART & FINAL	9/12/2024	SUPPLIES	98.36
1300	14197996	ALL COPY PRODUCTS, INC	9/12/2024	PRINTER	566.70
1300	14200895	AT&T	9/19/2024	PHONE SERVICE	41.28
1300	14200904	CRISP ENTERPRISES, INC. CRISP IMAGING	9/19/2024	PRINTING	27.80
1300	14200906	DOUGLAS FOOD STORES, INC dba DOUGLAS E	9/19/2024	EQUIPMENT	15,383.28
1300	14200935	SPARKLETTES	9/19/2024	BOTTLED WATER	20.65
1300	14200942	VERIZON WIRELESS	9/19/2024	CELL SERVICE	50.97
1300	14202274	CHEMSEARCH	9/23/2024	CN Services	354.07
1300	14202283	HOLLANDIA DAIRY	9/23/2024	DAIRY	1,737.41
1300	14202287	PAYTONS TRUE VALUE HARDWARE	9/23/2024	CN Supplies	70.79
1300 TOTAL				CHILD NUTRITION	114,584.24
2139	14193298	NINYO & MOORE	8/29/2024	TIERRA DEL SOL GYM	907.00
2139 TOTAL				BOND FUND	907.00
2519	026574	PACIFIC MOBILE STRUCTURES, INC.	9/16/2024	RENTAL	891.10
2519	14193273	ALPHA STUDIO DESIGN GROUP	8/29/2024	ARCHITECT SERVICE	17,915.00
2519	14193296	NATIONAL CONSTRUCTION RENTALS, INC.	8/29/2024	MONTHLY RENTAL	2,015.50
2519	14193298	NINYO & MOORE	8/29/2024	GEOTECHNICAL OBSERVATION, SPEC	4,009.00
2519	14197968	GEM INDUSTRIAL	9/12/2024	TECH BUILDING	296,780.00
2519	14197980	NINYO & MOORE	9/12/2024	GEOTECHNICAL OBSERVATION, SPEC	3,263.00
2519	14200921	NATIONAL CONSTRUCTION RENTALS, INC.	9/19/2024	MONTHLY RENTAL	2,015.50
2519 TOTAL				CAPITAL FACILITIES	326,889.10
4000	14193273	ALPHA STUDIO DESIGN GROUP	8/29/2024	ARCHITECT SERVICE	3,850.00
4000	14193274	Terry L Sanchez All Weather AC Heati	8/29/2024	ELECTRICAL WORK	15,500.00
4000	14193292	KIRK PAVING, INC.	8/29/2024	PAVING	58,911.00

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
4000	14197968	GEM INDUSTRIAL	9/12/2024	TDS SECURITY FENCE	199,025.00
4000	14197980	NINYO & MOORE	9/12/2024	SPECIAL INSPECTION & MATERIALS	1,838.00
4000	14200891	A&S FLOORING	9/19/2024	FLOORING PROJECT	18,710.00
4000	14200944	WESTERN ENVIRONMENTAL & SAFETY	9/19/2024	RV KITCHEN FLOORING PROJECT	1,898.00
4000	14202276	DENNIS COOK ROOFING INC	9/23/2024	ROOFING	65,218.00
4000 TOTAL				SPECIAL RESERVE	364,950.00
6200	14192139	Proud Renovations Mobile Home Specialist	8/26/2024	LABOR AND MATERIALS	4,612.50
6200	14192140	AMAZON CAPITAL SERVICES, INC.	8/26/2024	BICS SUPPLIES	5,355.62
6200	14193279	RON COOK	8/29/2024	VIDEOGRAPHY	750.00
6200	14193285	ESGI	8/29/2024	LICENSE	738.00
6200	14193294	dba HEARTLAND SCHOOL SOLUTIONS	8/29/2024	ANNUAL SUPPORT	2,025.00
6200	14193304	SAN JOAQUIN CO. OFFICE OF EDUC	8/29/2024	EDJOIN AGREEMENT BICS	1,200.00
6200	14193306	Artiano Shinoff	8/29/2024	PROFESSIONAL SERVICES	409.35
6200	14193316	ULINE, INC	8/29/2024	EQUIPMENT	1,945.57
6200	14199592	U.S. BANK CORPORATE PYMT SYS	9/16/2024	BICS CREDIT CARD	6,539.49
6200	14200922	MARCELLA CHRISTINE NINO	9/19/2024	BICS SPED SERVICES	2,668.75
6200	14200937	Technical Support For Special Education,	9/19/2024	SPED SERVICES BICS	3,840.00
6200	14200941	EDNA VAZQUEZ	9/19/2024	BICS SPED SERVICES	3,150.00
5200 TOTAL				BARONA CHARTER	33,234.28
6201	026869	ARBITERPAY TRUST ACCOUNT	9/23/2024	CIF FEES	4,481.00
6201	14192142	Clean Air Kits	8/26/2024	PURIFIER	8,463.00
6201	14193277	CDW GOVERNMENT, INC.	8/29/2024	DEVICES	21,743.08
6201	14193280	COX COMMUNICATIONS	8/29/2024	NETWORK	990.00
6201	14193291	HOME DEPOT CREDIT SERVICES	8/29/2024	SUPPLIES	2,347.47
6201	14193315	TEXTBOOK WAREHOUSE LLC	8/29/2024	SUPPLIES	280.49
6201	14195597	EDCO DISPOSAL CORPORATION	9/5/2024	GARBAGE AND RECYCLING	284.82
6201	14197956	BLICK ART MATERIALS	9/12/2024	ART SUPPLIES	671.70
6201	14198002	XEROX FINANCIAL SERVICES, LLC	9/12/2024	RVCS Copier Lease 2024-25	1,506.60
6201	14200894	ANECO PEST MANAGEMENT	9/19/2024	PEST MANAGEMENT	495.00
6201	14200895	AT&T	9/19/2024	PHONE SERVICE	201.97
6201	14200899	CAROLINA BIOLOGICAL SUPPLY	9/19/2024	RVCS Supplies 2024-25	85.12

BOARD WARRANT REPORT 8/24/2024 - 9/24/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
6201	14200900	CDW GOVERNMENT, INC.	9/19/2024	DEVICES	2,004.15
6201	14200901	CIF STATE OFFICE	9/19/2024	DUES ENROLLMENT	164.64
6201	14200902	RON COOK	9/19/2024	MEDIA SERVICES	1,500.00
6201	14200912	HOME DEPOT CREDIT SERVICES	9/19/2024	RVCS Supplies 2024-25	1,807.93
6201	14200920	MRC	9/19/2024	Printer Service 2024-25	177.79
6201	14200923	PRESTWICK HOUSE, INC.	9/19/2024	Textbooks 2024-25	260.52
6201	14200930	SAN DIEGO GAS & ELECTRIC	9/19/2024	MONTHLY GAS AND ELECTRIC	5,143.19
6201	14200935	SPARKLETTS	9/19/2024	BOTTLED WATER	347.68
6201	14202273	CALIFORNIA COAST CREDIT UNION	9/23/2024	RVCS CREDIT CARD	278.88
6201	14202279	EXPLORE LEARNING LLC	9/23/2024	RVCS GIZMOS TEACHER PLUS STUDE	1,840.00
5201 TOTAL				RIVER VALLEY CHARTER	55,075.03

GRAND TOTAL \$ 2,752,219.85

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

REVOLVING CASH FUND REGISTER

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

LISTING OF ALL TRANSACTIONS (PAYROLL MISCELLANEOUS, OVERAGE CHECK) FOR THE PERIOD OF 8/16/24 - 9/15/24, PRIOR TO BOARD MEETING.

Fiscal Impact (Cost):

\$ 7,736.81

Funding Source:

GENERAL FUND

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT
RCF 2425-0002 / 0003

#	Date	Ck#	Name	Memo/Description	Check Amount
RCF 2425-0002	8/21/2024	40345	Claire Ashley Garner	Overage warrant for Jan 2024 JN#1320828	579.17
RCF 2425-0003	9/4/2024	40346	PERNELL SAHEL EL	ACH - Account closed Aug paycheck JN#1330533	5,487.56
RCF 2425-0003	9/6/2024	40347	Ann Horn	FTE change was not entered prior to Aug 2024 payroll	1,670.08
					\$ 7,736.81

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (August 16, 2024 to Sep 19, 2024)

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

The Governing Board must ratify all purchase orders and change orders that have been created pursuant to the authority granted under Education Code 17605 and Board Policy 3300 that authorizes staff to purchase supplies, materials, equipment, and services up to the amounts specified in Public Contract Code 20111. In addition, the Governing Board should review and ratify all purchase orders and change orders August 16, 2024 to Sep 19, 2024 is attached.

Fiscal Impact (Cost):

\$3,804,555.70

Funding Source:

General Fund Total: \$2,636,249.91, Student Body ASB Total: \$0.00 Child Development Total: \$3,098.00
Child Nutrition Total: \$186,487.79, Special Reserve Fund: \$978,720.00

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

PURCHASE ORDERS
AUGUST 17 -31, 2024

PO	Supplier	PO Ref	Fund	Site/Dept	Total by Account
0000010813	TOTAL VISION PC, INC.	VISION THERAPY SESSION	0100	Special Education	5,000.00
0000010814	CI SOLUTIONS	ANNUAL FULL SERVICE AGREEMENT	0100	Transportation	705.76
0000010815	SOUTH COAST COPY SYSTEMS	LMS Copier Service 24/25	0100	Lakeside Middle School	1,800.00
0000010816	CANON FINANCIAL SERVICES, INC	LMS Copier Lease 24/25	0100	Lakeside Middle School	3,707.06
0000010817	SETH A. SCHWARTZ - BRIGHTSIDE LAW GROUP	Settlement Agreement Fees	0100	Special Education	6,000.00
0000010818	CPI	Memberships-AGARCIA & JMARTIGNE	0100	Special Education	400.00
0000010819	FUEL EDUCATION, LLC	FUEL EDUCATION, LLC	0100	Flex School	11,535.52
0000010820	SAN JOAQUIN CO. OFFICE OF EDUC	BSST Yearly Renewal	0100	Pupil Services	6,058.75
0000010821	LAKESHORE LEARNING MATERIALS	Classroom Carpet	0100	Flex School	591.55
0000010822	JEWELL ENTERPRISES SD LLC	Business Cards For H.R. Sup	0100	Human Resources	70.04
0000010823	ASCEND SERVICES, INC.	Ascend Rehab Services	0100	Special Education	736.00
0000010825	SCHOLASTIC INC	TDS Scholastic	0100	Tierra Del Sol	2,038.29
0000010826	SD Transmissions	Tech SD Transmissions Inv4279	0100	Technology	1,750.01
0000010828	Gander Publishing Inc.	LP Brooke Rowen	0100	Lindo Park	221.26
0000010829	DATEL SYSTEMS INCORPORATED	Datel Camera Axis Outdoor Dome	0100	Technology	15,500.92
0000010831	NCS PEARSON, INC	Pearson GFTA-3 Record Forms	0100	Special Education	70.61
0000010833	COUNTY OF SAN DIEGO	2024-25 Sewer	0100	Tierra Del Sol	49,063.82
0000010834	AMAZON CAPITAL SERVICES, INC.	PSYC Supplies 2024-25	0100	Psychology Services	1,616.25
0000010835	SAN DIEGO COUNTY OFFICE OF ED	30 MENTAL HEALTH POSTERS FOR S	0100	Pupil Services	49.85
0000010836	APPLE INC.	Apple - Teacher Devices	0100	Technology	35,084.20
0000010837	Food Service Sustainability Solutions, L	CN Compost Accelerator	0100	Child Nutrition	40,712.50
0000010838	RUSSELL SIGLER, INC.	2024/25 MAINT Parts	0100	Maintenance & Operations	3,232.50
0000010839	NEXT DAY PRINTED TEES	TDS PE CLOTHES 2024/25	0100	Tierra Del Sol	8,620.00
0000010840	FIBRE RESOURCES UNLIMITED, INC.	2024/25 TDS	0100	Tierra Del Sol	400.00
0000010841	LEVEL LEARNING, INC.	TDS 12 MONTH SUBSCRIPTION	0100	Tierra Del Sol	4,290.00
0000010842	CINTAS CORPORATION	DW Uniform Service 2024/25	0100	Custodian	11,500.00
0000010843	DATEL SYSTEMS INCORPORATED	Datel Quote SQ-325976	0100	Technology	1,713.23
0000010844	AMPLIFY EDUCATION, INC.	AMPLIFY MATH	0100	Tierra Del Sol	10,800.00
0000010846	SCHOOL HEALTH ALERT	ZOLL AED 3 TRAINER	0100	Health Services	854.59
0000010847	PROJECT LEAD THE WAY	Tds Invoice 440522 2024/25	0100	Tierra Del Sol	950.00
0000010848	JUPITER ED, INC	JUPITER ED 24-25	0100	Tierra Del Sol	4,042.60
0000010850	CITY OF SAN DIEGO	AED SERVICING FOR 13 AED'S	0100	Health Services	305.00
0000010852	CALIFORNIA SCHOOL BOARDS ASSN	CSBA Self Eval Tool	0100	Superintendent	300.00
0000010853	CORDANCE OPERATIONS LLC	Quote 00023282	0100	Technology	13,005.00
0000010854	NoRedInk Corp	TDS NoRedInk	0100	Tierra Del Sol	6,835.00
0000010856	ASSOCIATION OF CALIFORNIA SCHOOL ADMIN	ACSA Membership Robin	0100	Human Resources	1,768.56
0000010857	ASSOCIATION OF CALIFORNIA SCHOOL ADMIN	2024 ACSA Per& Neg Symposium	0100	Human Resources	1,029.00
0000010859	SMORE	24-25 Smore Account- 6-10 user	0100	Riverview	1,360.00
0000010861	DAVE BANG ASSOCIATES INC OF CA	LC Dave Bang	0100	Maintenance & Operations	933.51
0000010862	FAIN DRILLING & PUMP CO., INC	TDS WELL	0100	Maintenance & Operations	15,966.02
0000010863	PROJECT LEAD THE WAY	LMS PLTW PARTICIPATION	0100	Lakeside Middle School	950.00
0000010864	EXPLORE LEARNING LLC	GIZMOS TEACHER PLUS STUDENT	0100	Lakeside Middle School	2,760.00
0000010865	LEXIA VOYAGER SOPRIS INC.	ENGLISH STUDENT SUBSCRIPTION	0100	Lakeside Middle School	700.00
0000010866	LEXIA VOYAGER SOPRIS INC.	CORE 5 POWER UP	0100	Lakeside Middle School	1,540.00
0000010867	CURRICULUM ASSOCIATES LLC	LF HANDBOOKS	0100	Lakeside Farms	330.21
0000010868	STARFALL EDUCATION	LF STARFALL SUBSCRIPTION 24/25	0100	Lakeside Farms	355.00
0000010870	GEM INDUSTRIAL	LF ESS Relocatable-Contractor	0100	ESS/ASES/PreSchool	1,080,000.00
0000010871	GEM INDUSTRIAL	LV ESS Relocatable-Contractor	0100	ESS/ASES/PreSchool	799,000.00
0000010872	ASELTINE SCHOOL	SPED NPS 2024/25	0100	Special Education	182,880.00
0000010873	CURRICULUM ASSOCIATES LLC	LV QUICK WORDS	0100	Lakeview	684.06
0000010874	ONE STONE APPAREL INC	LMS PE CLOTHES	0100	Lakeside Middle School	4,298.38
0000010875	4IMPRINT, INC.	HR Polo Shirts	0100	Human Resources	258.18
0000010877	RADIO WORKS USA, INC.	LC Walkie Talkies	0100	Lemon Crest	279.76
0000010881	GENERATION GENIUS, INC.	Generation Genius - 1	0100	Lakeview	299.00
0000010882	GENERATION GENIUS, INC.	Generation Genius - 2	0100	Lakeview	175.00
0000010883	SOCIAL STUDIES SCHOOL SERVICE	LV Gold Rush Student Packets	0100	Lakeview	231.52
0000010884	ASSOCIATION OF CALIFORNIA SCHOOL ADMIN	Board ACSA Inst. Fee	0100	Superintendent	1,000.00
0000010885	RON COOK	2024-25 (20) Videos Video Prod	0100	Superintendent	22,350.00
0000010886	NCS PEARSON, INC	Pearson DEAP KIT Leap	0100	Psychology Services	436.93
0000010886	NCS PEARSON, INC	Pearson DEAP KIT Leap	0100	Psychology Services	24.33
0000010887	THERAPRO	Therapro OT Sensory Forms	0100	Special Education	187.49
0000010888	TEACHERS CURRICULUM INSTITUTE	HA! ANCIENT WORLD: NOTEBOOKSUBSCR	0100	Education Services	3,698.20
0000010889	TEACHERS CURRICULUM INSTITUTE	TCI - DO Adt. Mat.	0100	Education Services	16,000.00
0000010890	TEACHERS CURRICULUM INSTITUTE	TCI - WG Adt. Mat.	0100	Education Services	2,535.75
0000010891	TEACHERS CURRICULUM INSTITUTE	TCI - LC Adt. Mat.	0100	Education Services	5,245.14
0000010892	TEACHERS CURRICULUM INSTITUTE	TCI - LF Adt. Mat.	0100	Education Services	4,701.68
0000010893	TEACHERS CURRICULUM INSTITUTE	TCI - LP Adt. Mat.	0100	Education Services	9,926.51
0000010894	TEACHERS CURRICULUM INSTITUTE	TCI - LV Adt. Mat.	0100	Education Services	9,763.03
0000010895	AMPLIFY EDUCATION, INC.	mCLASS	0100	Education Services	14,956.96
0000010896	SLOAN PLUMBING SERVICES INC	LC - Sloan	0100	Maintenance & Operations	1,939.50
0000010897	TEACHERS CURRICULUM INSTITUTE	TCI - LV Adt. Mat.	0100	Education Services	3,639.57
0000010898	TEACHERS CURRICULUM INSTITUTE	TCI - LMS Adt. Mat.	0100	Education Services	6,590.00
0000010899	RENAISSANCE LEARNING, INC	St Kieran	0100	Education Services	200.04
0000010902	JEWELL ENTERPRISES SD LLC	CUME Folders for LEAP	0100	Special Education	243.52
0000010903	ESGI	LF ESGI - ONE MORE TEACHER	0100	Lakeside Farms	246.00
0000010904	LCS - TRAINING	CALPADS/SEIS Training	0100	Special Education	7,899.96
0000010906	WESTERN ENVIRONMENTAL & SAFETY	LV ASBESTOS TESTING	0100	ESS/ASES/PreSchool	2,227.00
0000010910	STS EDUCATION	STS Education - Laptops	0100	Technology	7,170.27
0000010912	Southern Tire Mart LLC	2024/25 Trans	0100	Transportation	5,387.50
0000010913	AUTOZONE	2024/25 Acct # 11708374 Transp	0100	Transportation	5,387.50
0000010914	SCHOOL DATEBOOKS, INC.	24-25 5th Grade planners	0100	Riverview	906.05
0000010915	JEWELL ENTERPRISES SD LLC	24-25 JGreenwell Business Card	0100	Riverview	38.79
0000010916	JUPITER ED, INC.	LMS INVOICE 31949 Jupiter Grad	0100	Lakeside Middle School	4,482.02
0000010917	NCS PEARSON, INC	CELf PRESCHOOL FORMS	0100	Special Education	91.16

PURCHASE ORDERS
AUGUST 17 -31, 2024

PO	Supplier	PO Ref	Fund	Site/Dept	Total by Account
0000010919	Plusoptix, Inc.	VISION SCREENER	0100	Health Services	12,272.74
0000010920	CalPERS	CalPERS 2024 Forum	0100	Business Services	599.00
0000010925	California Science Teachers Association	2024 SCIENCE CONF	0100	Tierra Del Sol	275.00
0000010926	5 - Star Students	TDS PLATINUM PACK RNWL	0100	Tierra Del Sol	1,850.00
0000010927	COOLE SCHOOL	SECONDARY PLANNER 8 5X11 (24-2	0100	Tierra Del Sol	4,335.21
0000010928	RADIO WORKS USA, INC.	LUSD-TDS 08294Q1	0100	Tierra Del Sol	1,712.15
0000010929	CENGAGE LEARNING	NAT GEO (TDS)	0100	Tierra Del Sol	1,959.36
0000010930	Playscripts	A SEUSSIFIED CHRISTMAS CAROL (0100	Tierra Del Sol	803.33
0000010931	Trasfinder Corporation	Trasfinder	0100	Transportation	78,793.00
0000010932	GOPHER SPORT	GOPHER ORDER	0100	Tierra Del Sol	3,161.72
0000010933	SAN DIEGO COUNTY OFFICE OF ED	LUSD INFORMATION DOOR HANGERS	0100	Pupil Services	80.18
0000010934	SAN DIEGO COUNTY OFFICE OF ED	THREAT ASSESSMENT TRAINING	0100	Pupil Services	130.00
0000010936	OFFICE DEPOT, INC.	HR Supplies 2024/25	0100	Human Resources	161.63
0000010937	GROSSMONT-CUYAMACA COMMUNITY COLLEGE DIS	Grossmont College Fab Fables	0100	Flex School	150.00
0000010938	Lindamood-Bell Learning Processes	Browan Talkies Conf	0100	Special Education	750.00
0000010939	SCHOOL HEALTH CORP	AED's Fully Automatic	0100	Health Services	18,721.56
0000010940	DATEL SYSTEMS INCORPORATED	Date! SQ-326063 Licenses	0100	Technology	1,040.00
0000010942	SAN DIEGO COUNTY OFFICE OF ED	CTE Conf	0100	Education Services	600.00
0000010943	IMAGINE LEARNING, LLC	Imagine Learning EL order 9/24	0100	Education Services	3,944.62
0000010944	ROBOTICS EDUCATION & COMPETITION FOUND.	VEX Tourn	0100	Tierra Del Sol	250.00
0000010946	FAIN DRILLING & PUMP CO., INC	New pump & motor for Td well	0100	Maintenance & Operations	9,537.68
0000010947	TIMOTHY D ARMSTRONG	CUSTOM SIGN-TODD	0100	Superintendent	134.69
0000010948	MUSIC THEATRE INTERNATIONAL	Matilda	0100	Lakeside Middle School	788.49
0000010949	SCHOLASTIC INC	scholastic	0100	Lakeside Middle School	352.90
0000010951	AMAZON CAPITAL SERVICES, INC.	Amazon - Utility cart/dolly	0100	Technology	213.24
					\$ 2,625,249.91
0000010935	TIMOTHY D ARMSTRONG	2024/25 BANNERS FOR PROGRAM	1200	ESS/ASES/PreSchool	2,000.00
0000010941	EVERYCHILD CA ASSOC LEADERS ADV. EARLY	ECC CONFERENCE - OCTOBER	1200	LEAPP	1,098.00
					\$ 3,098.00
0000010827	ECONOMY RESTAURANT & SUPPLY CO	CN INSULATED FOOD CARRIER	1300	Child Nutrition	2,206.71
0000010842	CINTAS CORPORATION	DW Uniform Service 2024/25	1300	Child Nutrition	1,000.00
0000010855	SAN DIEGO RESTAURANT SUPPLY	CN Supper Hot Carts	1300	Child Nutrition	15,852.38
0000010878	ALL COPY PRODUCTS, INC	CN PRINTER LCI-TCR9212	1300	Child Nutrition	623.88
0000010879	IMAGINATE YOUR SPACE	CN 2024/25 Supplies	1300	Child Nutrition	50,000.00
0000010918	Top Step Electric Inc.	(CN) Top Step Electric	1300	Child Nutrition	8,000.00
0000010921	DOUGLAS FOOD STORES, INC dba DOUGLAS EQU	(CN) TDS Freezer	1300	Child Nutrition	4,277.02
0000010945	CRISP ENTERPRISES, INC. CRISP IMAGING	Crisp Imaging	1300	Child Nutrition	27.80
					\$ 81,987.79
0000010830	KIRK PAVING, INC.	Kirk Paving Patch work Multipl	4000	Maintenance & Operations	58,911.00
0000010832	GEM INDUSTRIAL	TDS Fencing	4000	Tierra Del Sol	429,500.00
0000010055	ARMANDO FLORES/ROYAL LINES CHARTER,LLC	CHARTER BUS	4000	Lakeside Middle School	488,411.00
0000010908	WESTERN ENVIRONMENTAL & SAFETY	RV kitchen-Western Environment	4000	Child Nutrition	1,898.00
					\$ 978,720.00
TOTAL PURCHASE ORDERS					\$ 3,689,055.70
TOTAL (01) GENERAL FUND PO's					2,625,249.91
TOTAL (12) CHILD DEVELOPMENT PO's					3,098.00
TOTAL (13) CHILD NUTRITION FUND PO's					81,987.79
TOTAL (40) SPECIAL RESERVE CAPITAL OUTLAY PROJECTS					978,720.00

CHANGE ORDERS

AUG/SEP 2024

Req No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000009125	PARTS AUTHORITY LLC	C/O PO 10582	0100	Maintenance & Operations	500.00
0000009174	AZUMA TECH	C/O PO 10591	0100	Maintenance & Operations	10,000.00
0000009231	SAL HANNA	C/O PO 10591	0100	Transportation	500.00
					\$ 11,000.00
0000009194	AMERICAN PRODUCE DISTRIBUTORS	C/O PO 10463	1300	Child Nutrition	100,000.00
0000009241	Top Step Electric Inc.	C/O PO 10918	1300	Child Nutrition	4,500.00
					\$ 104,500.00

TOTAL CHANGE ORDERS \$ 115,500.00

TOTAL (01) GENERAL FUND CO's \$ 11,000.00

TOTAL (13) CHILD NUTRITION CO's \$ 104,500.00

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Ratification of P Card expenditure transactions for the month of August 2024.

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

It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P Cards for August 2024.

Fiscal Impact (Cost):

\$16,827.97

Funding Source:

General Fund Total: \$12,230.85 Child Development Fund Total: \$3,625.86, Child Nutrition Fund Total: \$971.26

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

PURCHASING CARD
AUGUST 2024

NAME	DATE	AMOUNT	MERCHANT NAME	FUND	FIN. EXPENSE DESCRIPTION
BEISIGL, BRIAN	08/11/2024	19.37	WAL-MART #2253	0100	WALMART - BOXES FOR THE OFFICE MOVE
BOWMAN, ROBYN	08/31/2024	99.79	WAL-MART #1917	1200	MISC PROGRAM DECORATIONS
BOWMAN, ROBYN	08/31/2024	196.20	ALASKA AIRLINES INC.	1200	AIRLINE TICKET FOR EVERY CHILD CALIF FALL TA - SACRAMENTO - ROBYN
BOWMAN, ROBYN	08/31/2024	196.20	ALASKA AIRLINES INC.	1200	AIRLINE TICKET FOR EVERY CHILD CALIF FALL TA - SACRAMENTO - KELLIE
BOWMAN, ROBYN	08/29/2024	107.74	TARGET 00018465	1200	JBL FLIP 6 SPEAKER
BOWMAN, ROBYN	08/29/2024	106.92	TARGET 00018465	1200	MISC ITEMS FOR NEW YEAR START UP INCLUDING BUT NOT LIMITED TO: SNACKS, PAPER GOODS, C
BOWMAN, ROBYN	08/29/2024	651.98	SAMSCLUB #6235	1200	MISC ITEMS FOR NEW YEAR START UP IN CLUDING BUT NOT LIMITED TO: PAPER GOODS, CLEANING
BOWMAN, ROBYN	08/18/2024	31.65	LITTLE CAESARS 3154-00	1200	LUNCH FOR STUDENTS
CAMARERO,RACHEL	08/19/2024	100.02	TRADER JOE S #260	0100	FLOWERS FOR 1ST DAY OF SCHOOL (10 SITES)
CAMARERO,RACHEL	08/18/2024	18.86	DOLLARTREE	0100	VASES FOR 1ST DAY OF SCHOOL FLOWERS
CAMARERO,RACHEL	08/14/2024	775.00	CSBA	0100	CSBA AEC REGISTRATION N. WINSPEAR
CAMARERO,RACHEL	08/08/2024	775.00	CSBA	0100	CSBA AEC REGISTRATION A. ELLENSON
CAMARERO,RACHEL	08/08/2024	19.96	ALBERTSONS #0738	0100	COOKIES FOR CLERICAL STAFF MEETING
CAMARERO,RACHEL	08/01/2024	132.69	TST* PEPPER FARM DELI	0100	LUNCH FOR BOARD RETREAT
CAMARERO,RACHEL	08/01/2024	29.98	SMART AND FINAL 930	0100	CHIPS AND COOKIES FOR PRINCIPAL/MANAGEMENT RETREAT
CAMARERO,RACHEL	08/01/2024	1.35	DOLLARTREE	0100	CADDY FOR MEETINGS
CLARK, DANIELLE	08/13/2024	37.60	TARGET 00014852	0100	SPECIAL ED WORKSPACE OFFICE (STUDENT SERVICES BUILDING) SUPPLIES
CLARK, DANIELLE	08/13/2024	22.58	TARGET 00014852	0100	SPECIAL ED WORKSPACE OFFICE (STUDENT SERVICES BUILDING) SUPPLIES
DAVIS, LISA	08/16/2024	208.96	SOUTHWEST AIRLINES	0100	CBO SYMPOSIUM CONFERENCE IN SAN FRANCISCO
DAVIS, LISA	08/15/2024	1,350.00	WWW.CASBO.ORG	0100	CBO SYMPOSIUM CONFERENCE IN SAN FRANCISCO
GREEN, TESSA	08/15/2024	46.28	PAYTON HARDWARE	0100	SPRAY PAINT AND MARKING TAPE
GREEN, TESSA	08/07/2024	228.40	TARGET 00014852	0100	COLORLED PENCILS, CLOROX WIPES, COMPUTER STAND
GREEN, TESSA	08/07/2024	276.75	WAL-MART #2253	0100	CRAYONS AND NOTE BOOKS
GREEN, TESSA	08/07/2024	162.92	WM SUPERCENTER #2253	0100	SPIRAL NOTE BOOKS
HARDIMAN, LESLIE	08/27/2024	7.50	CONFERENCE* CA SCIENCE	0100	SCIENCE CONFERENCE
HARDIMAN, LESLIE	08/08/2024	83.80	TEACHERSPAYTEACHERS.CO	0100	MIDDLE SCHOOL STUDY SKILLS
MULL, STEVE	08/04/2024	47.16	OFFICE DEPOT #846	0100	OFFICE SUPPLIES
MURPHY, JERRED C	08/25/2024	21.83	WWW.BISSELL.COM	0100	REPLACEMENT WHEEL ASSEMBLY FOR UPRIGHT VACUUM CLEANER
MURPHY, JERRED C	08/19/2024	1,898.00	SAMSCLUB.COM	0100	PROGRAM SNACKS
MURPHY, JERRED C	08/18/2024	135.98	SAMS CLUB #6235	1200	SNACK ITEMS FOR PROGRAM
MURPHY, JERRED C	08/16/2024	66.70	TM *TICKETMASTER	1200	EXTRA TICKETS NECESSARY FOR PADRES GAME
MURPHY, JERRED C	08/11/2024	458.74	JERSEY MIKES 20043	1200	LUNCHES FOR FIELDTRIP
MURPHY, JERRED C	08/09/2024	43.96	RALPHS #0201	1200	UNCRUSTABLES FOR STUDENT LUNCHES
MURPHY, JERRED C	08/06/2024	1,530.00	GROSSMONT CINEMA	1200	MOVIE TICKETS FOR STUDENT FIELD TRIP
ORAHOOD, SAMANTHA	08/28/2024	349.00	CALIFORNIA ASSOCIATION	0100	G. LOPEZ REGISTRATION FOR 2024 SCHOOL TRANSPORTATION BUSINESS MANAGEMENT FORUM
ORAHOOD, SAMANTHA	08/25/2024	338.96	SOUTHWEST AIRLINES	0100	R. BALLARIN CSBA 2024 ANNUAL EDUCATION CONFERENCE AIRFARE
ORAHOOD, SAMANTHA	08/25/2024	775.00	CSBA	0100	R. BALLARIN CSBA 2024 ANNUAL EDUCATION CONFERENCE REGISTRATION/HOTEL
ORAHOOD, SAMANTHA	08/21/2024	346.21	AMERICAN AIRLINES	1300	J CHANDLER CSNA ANNUAL CONFERENCE AIRFARE
ORAHOOD, SAMANTHA	08/21/2024	346.21	AMERICAN AIRLINES	1300	K SUMMERS CSNA ANNUAL CONFERENCE AIRFARE
ORAHOOD, SAMANTHA	08/14/2024	1,922.52	FEDEX OFFIC27000027037	0100	ALT. INCOME FORMS
OWENS, TODD	08/11/2024	55.65	ALBERTSONS #0738	0100	TEAM BUILDING (LUNCH PROVIDED BY VENDOR)/JPA MANDATORY TRAININGS
PRICE, JENNIFER M	08/23/2024	49.14	ALBERTSONS #0738	0100	LUNCH DURING STAFF MEETING
PRICE, JENNIFER M	08/23/2024	274.00	BOARD AND BREW - SANTE	0100	LUNCH DURING STAFF MEETING
PRICE, JENNIFER M	08/13/2024	179.00	SMORE.COM	0100	THIS IS A SUBSCRIPTION TO A DIGITAL NEWSLETTER FOR COMMUNICATION ABOUT SCHOOL INFOR
SUMMERS, KRISTIE	08/29/2024	16.28	DOLLARTREE	1300	BASKETS FOR SNACK BAR
SUMMERS, KRISTIE	08/13/2024	21.63	HOMEGOODS #0562	1300	BASKETS FOR CATERING
SUMMERS, KRISTIE	08/08/2024	205.00	SCHLNUTRA* SCHOOL NUTR	1300	MEMBERSHIP UPDATE FOR TRAVEL & CONFERENCE
SUMMERS, KRISTIE	08/07/2024	35.93	COMPETITIVE METALS, IN	1300	ALUMINUM BAR FOR HOT CARTS - SECURE OF HOT CARTS
TAYLOR, RHONDA L	08/29/2024	42.75	EIG*CONSTANTCONTACT.CO	0100	DISTRICT COMMUNICATION
TAYLOR, RHONDA L	08/22/2024	89.00	SMORE.COM - EDUCATOR	0100	ELECTRONIC NEWSLETTER SOFTWARE
TAYLOR, RHONDA L	08/14/2024	91.39	TRELLO.COM* ATLISSIAN	0100	CABINET WORK BOARD SOFTWARE
TAYLOR, RHONDA L	08/14/2024	775.00	CSBA	0100	CSBA AEC REGISTRATION L. DAVIS
TAYLOR, RHONDA L	08/09/2024	337.08	TST*EASTBOUND BAR & GR	0100	LUNCH CLERICAL STAFF MEETING
TAYLOR, RHONDA L	08/04/2024	417.97	TST* PEPPER FARM DELI	0100	LUNCH MANAGEMENT RETREAT (DONATION COVERING)
WINSPEAR, NATALIE	08/18/2024	270.38	VSP*EPS SCHOOL SPECIAL	0100	EXPLODE THE CODE

16,827.97

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024.

Agenda Item:

Amendment 1 for RFQ 2024-008F, Resolution 2025-04

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

Amend the contract to use Gold Star Produce as a secondary vendor

Fiscal Impact (Cost):

>50,000.00

Funding Source:

1300 Child Nutrition

Recommended Action:

Informational

Denial/Rejection

Discussion

Ratification

Approval

Explanation: Click here to enter text.

Adoption

Originating Department/School: Business Services.

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**LUSD
Contract #**

V0025-76

**AMENDMENT NO. 1
TO
CHILD NUTRITION SERVICES DEPARTMENT
PRODUCE VENDOR CONTRACT**

By and Between

LAKESIDE UNION SCHOOL DISTRICT

And

GOLD STAR FOODS, INC.

Dated September 16, 2024

**AMENDMENT NO. 1 TO
CHILD NUTRITION SERVICES DEPARTMENT
PRODUCE VENDOR CONTRACT**

This Amendment No. 1 to Child Nutrition Services Department Produce Vendor Contract ("Amendment No. 1") is made effective as of September 16, 2024 ("Effective Date") by and between the Lakeside Union School District ("District"), a public school district organized and existing pursuant to California law, and Gold Star Foods, Inc. ("Gold Star"), a Delaware corporation designated as Entity No. 3052491 by the California Secretary of State. The District and the Gold Star may hereinafter be referred to individually as a "Party" and, together, as the "Parties."

RECITALS

A. On or about May 10, 2024, the District issued "Child Nutrition Services Department Request for Quote 2024-08F (herein, the "RFQ") for purposes of obtaining bids, from qualified and responsible vendors, for provision of fresh fruits and vegetables needed by the District during the 2024-25 school year.

B. In response to the RFQ, the District timely received bids from Gold Star, American Produce, Sysco, and Sunrise Produce. Gold Star submitted the apparent low bid, and American Produce submitted the apparent second low bid. On June 13, 2024, the Board of Trustees awarded the contract for provision of fresh fruit and vegetables needed by the District during the 2024-25 school year ("Original Contract") to Gold Star. The 2024-25 school year commenced on August 16, 2024.

C. The Parties acknowledges that, due to use of new suppliers and/or for other reasons, Gold Star has been unable to deliver fresh fruit and vegetables that satisfy all quality and quantity requirements of the Contract. Therefore, Gold Star requested that it be considered by the District as a secondary or backup vendor, instead of the primary vendor, of fresh fruits and vegetables needed by the District during the 2024-25 school year.

D. The Parties have entered into this Amendment No. 1 to resolve such quality and quantity issues, by setting forth terms and conditions for Gold Star to be considered by the District as a secondary or backup vendor, instead of the primary vendor, of fresh fruits and vegetables needed by the District during the 2024-25 school year.

NOW, in consideration of the foregoing and of their respective rights and obligations pursuant to the Contract, consideration that each Party hereby acknowledges is adequate, the Parties agree as follows:

AGREEMENT

Section 1. Gold Star Status. On and after the Effective Date, Gold Star shall be a secondary or backup vendor, instead of the primary vendor, of fresh fruits and vegetables needed by the District during the 2024-25 school year. In no event shall any prices for fresh fruits and vegetables that Gold Star provides to the District exceed the respective prices set forth in the bid submitted by Gold Star in response to the RFQ and in the Original Contract. Because Gold Star will be a secondary or backup vendor, in no event shall the District be required to place any minimum number of orders with Gold Star or procure any minimum quantities of any fresh fruit or vegetables from Gold Star.

Section 2. Alternative Vendor. Gold Star hereby acknowledges and agrees that the District may contract with one of the other vendors that submitted a response to the RFQ to serve as the primary vendor for fresh fruits and vegetables needed by the District during the 2024-25 school year ("Alternative Vendor"), which the District presently intends shall be American Produce, which submitted the apparent second low bid in response to the RFQ.

Section 3. Waiver and Release. Gold Star hereby waives and releases the District and any Alternative Vendor with respect to any and all claims that may arise from this Amendment No. 1 or any of the provisions herein, or from the District contracting with, and procuring fresh fruits and vegetables from, the Alternative Vendor. In connection with such waiver, Gold Star also hereby waives all rights and benefits of Civil Code Section 1542, which provides that:

A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release and that, if known by him or her, would have materially affected his or her settlement with the debtor or released party

Section 4. Incorporation of Recitals. The Recitals set forth at the beginning of this Amendment No. 1 are hereby incorporated into this Amendment No. 1, but solely for purposes of interpreting the intent and purposes of the Parties in entering into this Amendment No. 1

Section 5. Entire Agreement. The provisions of Sections 1 through 3, inclusive, herein shall be construed as the sole extent of the modifications made, pursuant to this Amendment No. 1, to the Original Contract. As modified by this Amendment No. 1, the Original Contract continue in full force and effect. This Amendment No. 1 represents the entire understanding and agreement of the Parties with respect to the matters addressed herein, and this Amendment No. 1 supersedes any and all prior and contemporaneous discussions, negotiations, representations, understandings, promises, and agreements relating to such matters, whether written or oral. Both parties shall keep the terms and conditions of this Amendment No. 1 confidential except as may be required to enforce any provision of this Amendment No. 1 or as may otherwise be required by any law, regulation, or other regulatory requirement.

Section 6. Governing Law and Venue. This Amendment No. 1 shall be interpreted and enforced in accordance with California law, notwithstanding any choice of law, conflict of laws, or other provision of any federal, state or local law, or other governmental requirement. Any and each action, arbitration, mediation, and other proceeding that arises from this Amendment No. 1 shall be initiated and conducted only in an appropriate forum located within the County of San Diego, California.

Section 7. Partial Invalidity. If, for any reason, a court of competent jurisdiction determines that any provision of this Amendment No. 1 is to any extent invalid, unenforceable or void, which determination becomes final and unappealable, each of the other provisions of this Amendment No. 1 shall remain in effect and shall be construed, to the fullest extent permitted by law, to effect the intent of the invalid, unenforceable, or void provision.

Section 9. Counterparts. This Amendment No. 1 may be signed in one or more counterparts, which individually and collectively shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined to physically form one or more copies of this

Amendment No. 1 bearing original signatures of both Parties. Execution of this Amendment No. 1 using DocuSign, Adobe Sign, or similar technology is not hereby authorized, but original signatures that have been scanned into PDF format and delivered by email shall be valid and binding for all purposes of this Amendment No. 1.

Section 10. Due Authority of Signatories. Each person who has signed this Amendment No. 1 on behalf of a Party shall be deemed and construed to thereby represent and warrant that he or she has been duly authorized by appropriate action of that Party to sign, and thereby bind that Party to, this Amendment No. 1.

IN WITNESS OF THE FOREGOING, the Parties have executed this Amendment No. 1, as evidenced by the signatures below of their respective duly authorized representatives.

Lakeside Union School District

By: 
Lisa Davis, Assistant Superintendent,
Business Services

Gold Star Foods, Inc.

By: 

Print Name: John Cho

Print Position: V.P. of Revenue Management

Date Signed: September 18, 2024

Board Approved: October 10, 2024

RESOLUTION NO. 2025-04

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE LAKESIDE UNION SCHOOL DISTRICT
APPROVING AMENDMENT TO CONTRACT WITH VENDOR, AND
CONTRACT SEPARATE VENDOR, OF FRESH FRUIT AND VEGETABLES**

WHEREAS, on or about April 7, 2024, the District issued “Child Nutrition Services Department Request for Quote 2024-08F (herein, the “RFQ”) for purposes of obtaining bids, from qualified and responsible vendors, for provision of fresh fruits and vegetables needed by the District during the 2024-25 school year; and

WHEREAS, on May 10, 2024, the District received bids, in response to the RFQ, from Gold Star Foods, Inc. (“Gold Star”), American Produce, Sysco, and Sunrise Produce and, following review of those bids, the District determined that Gold Star submitted the apparent low bid, and that American Produce submitted the apparent second low bid; and

WHEREAS, On June 13, 2024, the Board of Trustees of the Lakeside Union School District (“Board of Trustees”) awarded the contract for provision of fresh fruit and vegetables needed by the District during the 2024-25 school year to Gold Star (“Gold Star Contract”), and the 2024-25 school year commenced on August 16, 2024; and

WHEREAS, due to use of new suppliers or other reasons, Gold Star has been unable to deliver fresh fruit and vegetables that satisfy all quality and quantity requirements of the Gold Star Contract and, therefore, Gold Star requested that it be considered by the District as a secondary or backup vendor, instead of the primary vendor, of fresh fruits and vegetables needed by the District during the 2024-25 school year; and

WHEREAS, it is critical to the health and safety of the District’s students and staff members that all fruits, vegetables, and other foods provided through the District’s Child Nutrition Department meet minimum quality standards, and that Child Nutrition Department provide sufficient quantities of such fruits, vegetables, and other foods in order to satisfy the needs of the District’s students and staff members; and

WHEREAS, the District anticipates that it would require a month or more to request and receive new quotes for fresh fruits and vegetables needed by the District during the 2024-25 school year and, depending on timing, possibly another two weeks or more to schedule Board of Trustees approval of the resulting contract; and

WHEREAS, the District and Gold Star have negotiated an amendment to the Gold Star Contract to provide for Gold Star to be a secondary or backup vendor, instead of the primary vendor, of fresh fruits and vegetables needed by the District during the 2024-25 school year (“Amendment No. 1”), as a means to mitigate and resolve the service issues, and, in Amendment No. 1, Gold Star has acknowledged and agreed that the District may contract with another vendor to be the primary vendor of fresh fruits and vegetables needed by the District during the 2024-25 school year; and

WHEREAS, prior to the Board of Trustees considering this Resolution, District staff provided a copy of the proposed Amendment No. 1, to the members of the Board of Trustees, for their review and consideration; and

WHEREAS, American Produce has indicated that it will be able to provide the fresh fruits and vegetables needed by the District during the 2024-25 school year, while meeting all related quality and quantity requirements, and, because the District only recently received bids in response to the RFQ, i.e., on May 10, 2024, District staff believes that there likely will be no financial advantage to seeking bids at this time, especially because American Produce has indicated that it would hold its pricing to what American Produce specified in the bid it submitted in response to the RFQ

WHEREAS, District staff further believes that, even if new bids for fresh fruits and vegetables needed by the District during the 2024-25 school year might result in lower pricing, the potential harm attributable to the delay in seeking new bids outweighs any financial advantage that might result and, therefore, the delay would make it practically impossible to satisfy the District's needs for fresh fruits and vegetables during a significant portion of the 2024-25 school year; and

WHEREAS, in a line of cases that includes, among others, *Los Angeles Dredging v. Long Beach* (1930) 210 Cal. 348, *Meakin v. Steveland* (1977) 68 Cal.App.3d 490, and *Graydon v. Pasadena Redevelopment Agency* (1980) 104 Cal.App.3d 631, California courts have determined that public bidding is not required if it would work an incongruity, would be unavailing as affecting the final result, would produce no financial advantage, and makes the procurement practically impossible; and

NOW, THEREFORE, the Board of Trustees of the Lakeside Union School District does hereby resolve, determine, and order as follows:

- Section 1.** The Board of Trustees hereby determines that the foregoing recitals are all true and correct, and hereby adopts such recitals as findings of the Board of Trustees.
- Section 2.** The Board of Trustees hereby finds, based on the facts set forth above in this Resolution, that it would be infeasible and would work an incongruity for the District to seek new bids for fresh fruits and vegetables needed by the District during the 2024-25 school year, as the District would be unable during the intervening period to satisfy the needs of its students and staff for fresh fruits and vegetables during a significant portion of the 2024-25 school year, thereby making the procurement practically impossible.
- Section 3.** The Board of Trustees hereby authorizes and directs the District's Assistant Superintendent of Business Services ("CBO") to sign and deliver Amendment No. 1, in substantially the form provided for review by the Board of Trustees prior to it considering this Resolution. Prior to execution of Amendment No. 1, the CBO or her designee, in consultation with District legal counsel, may authorize such non-substantive revisions to Amendment No. 1 as they determine are reasonably necessary and appropriate.
- Section 4.** The Board of Trustees hereby authorizes and directs the CBO to sign and deliver a contract with American Produce, for fresh fruits and vegetables needed by the District during the 2024-25 school year ("Contract"), which shall be based on the terms and conditions of the RFQ and shall reflect the pricing in the bid submitted by American Produce in response to the RFQ. Prior to execution of the Contract, the CBO her designee, in consultation with District legal counsel, may authorize such non-substantive revisions to the Contract as they determine are reasonably necessary and appropriate.

Section 5. The Board of Trustees hereby authorizes the District’s Superintendent, the CBO, or their respective designees, to take such other actions, including, among others, expenditure of funds, as reasonably are necessary to implement the intent of this Resolution, and all such actions are hereby authorized without need for further approval by the Board of Trustees.

Section 6. This Resolution shall take effect immediately upon approval and adoption by the Board of Trustees.

APPROVED AND ADOPTED by the Board of Trustees of the Lakeside Union School District, on October 10, 2024, as evidenced by the following signatures:

By: _____
Andrew Hayes, President of the Board of Trustees

ATTEST:

By: _____
Jim Bennett, Clerk of the Board of Trustees

STATE OF CALIFORNIA)
) ss.
COUNTY OF SAN DIEGO)

I, Jim Bennett, Clerk of the Board of Trustees of the Lakeside Union School District, do hereby certify that the Board of Trustees duly approved and adopted the foregoing Resolution No. 2025-04 during its meeting held on October 10, 2024, at which a quorum of such Board of Trustees was present and acting throughout, and for which notice and an agenda were prepared and posted as required by law, and that the Board of Trustees adopted Resolution No. 2025-04 by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENTEES:

By: _____
Jim Bennett, Clerk of the Board of Trustees

STATE OF CALIFORNIA)
) ss.
COUNTY OF SAN DIEGO)

I, Jim Bennett, Clerk of the Board of Trustees of the Lakeside Union School District, do hereby certify that the foregoing is a full, true and correct copy of the Board of Trustees' Resolution No.2025-04, and that the same has not been amended or repealed and is fully effective as of the date specified below.

Dated: _____, 2024

By: _____
Jim Bennett, Clerk of the Board of Trustees

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024.

Agenda Item:

Award Fresh Produce Contract to American Produce. RFQ 2024-08F

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

American Produce was the second lowest responsible bidder. American Produce will take the place of Gold Star Produce.

Fiscal Impact (Cost):

\$100,000.00

Funding Source:

1300 Child Nutrition

Recommended Action:

Informational

Denial/Rejection

Discussion

Ratification

Approval

Explanation: Click here to enter text.

Adoption

Originating Department/School: Business Services.

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____



LAKESIDE UNION SCHOOL DISTRICT

Lakeside Union School District Child Nutrition Services Department Request for Quote (RFQ) No. 2024-08F

The Lakeside Union School District is seeking competitive quotes for fresh fruits and vegetables for the 2023-2024 school year. Pricing shall be fixed during the contract term, and price adjustments will not be automatic or guaranteed. The successful bidder may be allowed to renew this contract for one additional year, and upon agreement between both parties, may adjust prices upon proof and explanation of such an adjustment.

Anticipated yearly usages of all products are listed below. Please fill out unit price and extended price. **This is not an order. Quantities are for the quoting purposes only. District is not obligated to buy listed item in quantities indicated.**

Item	Unit Price	Usage	Extended Price
Apples, Fuji, 138 ct/cs, U.S. Fancy Grade	\$29.50	700 cases	\$ 20,650.00
Apples, Gala, 138 ct/cs, U.S. Fancy Grade	\$30.50	200 cases	\$ 6,100.00
Apples, Green, 138 ct/cs, U.S. Fancy Grade	\$31.50	75 cases	\$ 2,362.00
Apple Slices, 200 pkg/cs, U.S. Fancy Grade	\$65.00	150 cases	\$ 9,750.00
Bananas, Petite, 150 ct/cs, 7 to 7-7/8 inch	\$31.95	800 cases	\$ 25,560.00
Grapefruit, 27-32 ct, large	\$27.50	100 cases	\$ 2,750.00
Grapes, bagged, 150/cs or 1/2 cup equivalent per bag	\$71.75	50 cases	\$ 3,587.50
Grapes, Red, individually cut clusters, 22#/cs, bulk	\$39.75	100 cases	\$ 3,975.00
Kiwi, 117 ct/cs, U.S. No.1 Grade	\$44.15	50 cases	\$ 2,207.50
Strawberries, 1# basket	\$31.00	100 cases	\$ 3,100.00
Basil, Fresh, Bunch	\$1.50	20 each	\$ 30.00
Cilantro, Fresh, Bunch	\$1.59	30 each	\$ 17.70
Blackberries, Fresh, 1# basket	\$4.50	50 each	\$ 225.00
Blueberries, Fresh, 1# basket	\$4.80	100 each	\$ 480.00
Raspberries, Fresh, 1# basket	\$4.95	50 each	\$ 247.50
Lime Juice 1 Gal	\$16.95	20 each	\$ 339.00
Lemon Juice, 1 Qt	\$9.50	35 each	\$ 332.50
Lemons, fresh, 1#	\$1.19 1000 LBS	25 cases	\$ 1,190.00
Oranges, fresh, 138 ct/cs	\$34.00	800 cases	\$ 27,200.00
Mango, 10 ct/cs	\$22.50	30 cases	\$ 675.00
Melon, Cantaloupe, Fresh, each	\$2.95	25 each	\$ 73.75
Melon, Honeydew, Fresh, each	\$5.95	25 each	\$ 148.75
Mushrooms, Sliced, lb	\$3.70	50 each	\$ 185.00



LAKESIDE UNION SCHOOL DISTRICT

Pears, fresh, 138 ct/cs	\$38.65		150 cases	\$ 5,797.00
Pineapple Chunks, 5#	\$ 5.90	250 LBS	50 containers	\$ 1,475.00
Plums, 70-80 ct/cs	\$39.95		50 cases	\$ 1,997.50
Tangerine, fresh, 150 ct/cs	\$38.75		50 cases	\$ 1,937.50
Watermelon Chunks, 1#	\$ 4.40	200 LBS	40 containers	\$ 880.00
Bell Pepper, Grn, whole, each	\$ 1.65		40 each	\$ 26.00
Bell Pepper, Red, whole, each	\$ 1.95		400 each	\$ 380.00
Bell Pepper, Grn, sliced, 1# tray	\$ 3.98	750 LBS	150 cases	\$ 2,985.00
Broccoli Florets, 1#	\$ 3.32	600 LBS	200 bags	\$ 1,992.00
Broccoli Florets, 1#, 100% USDA Organic	\$ 7.50	300 LBS	100 bags	\$ 2,250.00
Carrots, Baby, 1#	\$ 1.40	250 LBS	250 bags	\$ 350.00
Carrots, Rainbow, Sticks, 1#	\$ 4.50	500 LBS	100 bags	\$ 2,250.00
Carrot Sticks, 1#	\$ 2.10	6,500 LBS	1300 bags	\$ 13,650.00
Carrot, Shredded, 1#	\$ 1.50	125 LBS	25 bags	\$ 187.50
Carrot, Diced 1/4", 1#	\$ 1.57	500 LBS	100 bags	\$ 785.00
Cauliflower Florets, 1#	\$ 4.25	225 LBS	75 bags	\$ 956.25
Cabbage, Green Shredded, 1#	\$ 1.35	150 LBS	30 cases	\$ 202.50
Cabbage, Red Shredded, 1#	\$ 1.55	150 LBS	30 cases	\$ 232.50
Celery Sticks, 1#	\$ 2.90	3,000 LBS	600 bags	\$ 8,700.00
Celery, Diced, 1/4", 1#	\$ 2.70	250 LBS	50 bags	\$ 675.00
Garlic, Peeled, 1#	\$ 5.40	125 LBS	25 bags	\$ 675.00
Cucumber Slices, 1#, approx. 1/2" diameter cut	\$ 3.20	2,500 LBS	500 bags	\$ 8,000.00
Edamame, Shelled, 1#	\$ 6.67	30 LBS	30 bags	\$ 200.10
Jicama Sticks, 1#	\$ 3.20	500 LBS	100 bags	\$ 1,600.00
Onion, Red, each	\$ 1.95		20 each	\$ 19.00
Onion, Green Clean Bunch 1#	\$ 5.50		10 each	\$ 55.00
Onion, Green, Diced 1#	\$ 4.50	50 LBS	10 each	\$ 225.00
Pico de Gallo, 1#	\$ 3.60	100 LBS	20 bags	\$ 360.00
Radishes, sliced, 1#	\$ 4.20	90 LBS	30 bags	\$ 378.00
Red Onion, sliced, 1#	\$ 1.97	90 LBS	30 bags	\$ 177.30
Onion, Diced 1/4", 1#	\$ 1.40	1,250 LBS	250 bags	\$ 1,750.00
Onion, Whole, Peeled, 1#	\$ 1.55	500 LBS	100 bags	\$ 775.00
Romaine, Chopped, 1#	\$ 1.90	10,000 LBS	2000 bags	\$ 19,000.00
Romaine, Shredded, 1#	\$ 1.95	100 LBS	50 bags	\$ 195.00
Spinach, 1#	\$ 2.20	625 LBS	250 bags	\$ 1,375.00
Tomatoes, cherry or grape	\$ 1.95		250 pints	\$ 487.50
Tomatoes, diced, 1#	\$ 3.70	500 LBS	100 containers	\$ 1,850.00
Tomatoes, sliced, 1#	\$ 3.50	200 LBS	40 containers	\$ 700.00
Tomatoes 6x6, 1#	\$ 1.50	1,600 LBS	80 cases	\$ 2,400.00
Total Quote				\$ 199,176.85



LAKE SIDE UNION SCHOOL DISTRICT

organizational affiliations, or marital status in the recruitment, selection for training including apprenticeship, hiring, employment, utilization, promotion, layoff, rates of pay or other forms compensation. Nor shall Contractor discriminate in provision of services provided under this contract because of age, race, color, national origin, ancestry, religion, sex/orientation, mental disability, physical disability, medical condition, political beliefs, organizational affiliations, or marital status. Contractor's violation of this provision shall be deemed a material default by Contractor giving County a right to terminate the contract.

By submitting quote, vendor agrees to the insurance requirements above.

Please contact me at (619) 390-2600 x2550 or ksummers@lsusd.net if you have any questions. Please return quotes via e-mail no later than **May 10, 2024 at 12:00 AM.**

Thank you,

Kristie Summers
Director, Child Nutrition Services
(619) 390-2600 x2550
ksummers@lsusd.net

American Mushroom Inc. / DBA American Produce Distributors

Vendor submitting quote

Michael Paluso

Printed Name

Signature

May 9 2024

Date

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Consultant Agreement - Proposed Change Order #2

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

Embeds – Credit (16) embeds originally included in AMS proposal – FOB AMS factory. Embeds were provided by site GC and not needed from AMS

Fiscal Impact (Cost):

Credit of \$3,920.00 at Lakeside Farms ESS and Credit of \$3,920.00 at Lakeview ESS

Funding Source:

ELO-P (Lakeside Farms ESS and Lakeview ESS)

Recommended Action:

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

Originating Department/School: ESS Programs

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Jerred Murphy, Manager-ESS



Lisa Davis, Assistant Superintendent

Reviewed by Cabinet Member: 



To: American Modular Systems
 787 Spreckels Ave.
 Manteca, CA 95336
 (209) 825-1921

Proposed Change Order #: 2
Initiation Date: 9/10/2024

AMS Project #: 1862-24

Customer: Lakeside Union SD
Address:
 12335 Woodside Avenue
 Lakeside, CA 92040

Site Location:
 Lakeside Farms ES

Change initiated by: District

AMS was directed to make the following changes in the contract during the project site development:

ITEM	DESCRIPTION	COST
Embeds	Credit (16) embeds originally included in AMS proposal - FOB AMS factory. Embeds were provided by site GC and not needed from AMS.	-\$3,920.00
Net Proposed Change Order Total Decrease		-\$3,920.00

The contract sum will be **Decreased** by this change order: **(\$3,920.00)**

The contract time will be **increased/decreased** by: 0 days

New project completion date: Unchanged

American Modular Systems

By: Suzanne Willis
 Director, Business Dev., Southern CA
 Date: 9/10/2024

Owner or Owner Representative

By: [Signature]
 Title: Assistant Superintendent
 Date: 9/10/2024

Note: All conditions and terms of the contract order will apply except as herein changed.



To: American Modular Systems
 787 Spreckels Ave.
 Manteca, CA 95336
 (209) 825-1921

Proposed Change Order #: 2
Initiation Date: 9/10/2024

AMS Project #: 1860-24

Customer: Lakeside Union SD
Address:
 12335 Woodside Avenue
 Lakeside, CA 92040

Site Location:
 Lakeview ES

Change initiated by: District

AMS was directed to make the following changes in the contract during the project site development:

ITEM	DESCRIPTION	COST
Embeds	Credit (16) embeds originally included in AMS proposal - FOB AMS factory. Embeds were provided by site GC and not needed from AMS.	-\$3,920.00
Net Proposed Change Order Total Decrease		-\$3,920.00

The contract sum will be **Decreased** by this change order: **(\$3,920.00)**

The contract time will be **increased/decreased** by: 0 days

New project completion date: Unchanged

American Modular Systems

By: Suzanne Willis
 Director, Business Dev., Southern CA
 Date: 9/10/2024

Owner or Owner Representative

By: [Signature]
 Title: Assistant Superintendent
 Date: 9/10/2024

Note: All conditions and terms of the contract order will apply except as herein changed.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approve Change Orders to GEM Technology Building Project

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

Approval is requested to the GEM Technology Building Project, Change Order #s:

C/O #1	Time & Material to remove unsuitable soil & replace with class II base for building pad	\$5,507.71
C/O #2	Install ¾" grave behind curb	\$1,342.79
C/O #3	Additional 8 ft of fence on the North side of building	\$2,020.82
C/O #4	Relocate ladder racking from old server room to new server room	\$2,093.81
C/O #5	Furnish & install new run capacitor and add R-22 to the unit	\$1,758.58
C/O #6	Add a pair of 12" tall gates and additional paving per ASI 1	\$15,456.52

Fiscal Impact (Cost):

\$28,180.23

Funding Source:

2519 9010000 0000 8500 6500070 189 730

Addresses Emphasis Goal(s):

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

Recommended Action:

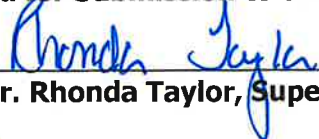
- Informational Denial/Rejection
 Discussion Ratification
 Approval Explanation: Click here to enter text.
 Adoption

Originating Department/School: Business Services

Submitted/Recommended By:


Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 4/30/2024

C.O.R. #: 1

Job Name: LUSD Technology Department Building

RFI # **or PCO #**

Description: Time and Material to remove unsuitable soil and replace with Class II Base for building pad

	EXTRA:	CREDIT:
1. Labor	\$1,909.41	\$0.00
2. Burden @ 33%	\$630.11	\$0.00
3. Labor Total:	\$2,539.52	\$0.00
4. Material w/ Tax:	\$710.89	\$0.00
5. Tool & Equipment:	\$1,445.00	\$0.00
6. Subtotal	\$4,695.41	\$0.00
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	\$704.31	\$0.00
8. Subcontractor Cost:		\$0.00
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	\$0.00	\$0.00
10 Subtotal:	\$5,399.72	\$0.00
11 Bond not to exceed 2% of item #10:	\$107.99	\$0.00
12 TOTAL:	\$5,507.71	
Total Change Order:	\$5,507.71	

APPROVED:  Date: 05/10/2024

 Date: 4/30/2024
Contractor

*OK to pay
9-18-24*



**SUPERIOR READY MIX
CONCRETE, L.P.**

1564 W. MISSION RD. * ESCONDIDO, CA 92029
PHONE (760) 745-0556 * FAX: (760) 740-9557

INVOICE

CUSTOMER NO.	DATE	INVOICE NO.	PAGE
GEMIN005	04/23/2024	420918	1

GEM INDUSTRIAL ELECTRIC INC.
16902 RIO MARIA ROAD
LAKESIDE, CA 92040

TERMS NET 30 DAYS
A FINANCE CHARGE WILL BE IMPOSED ON PAST DUE ACCOUNTS. THE FINANCE CHARGE IS COMPUTED BY A PERIODIC RATE OF 1 1/2% PER MONTH, WHICH IS AN ANNUAL PERCENTAGE RATE OF 18% OR A MINIMUM SERVICE CHARGE OF \$5.00 WHICHEVER IS GREATER.

DATE	JOB NUMBER - JOB LOCATION - ADDRESS			UNIT PRICE	TAX	TOTAL
	QUANTITY	UNIT	DESCRIPTION			
	009707	9707	MARILLA DR 9707 MARILLA DR LAKESIDE			
04/23/24	25.70	TN	RCL2 RECYCLED CLASS II	9.000	17.93	249.23
	1.00	LD	MFS FUEL SURCHARGE	30.000	0.00	30.00
	1.00	LD	EEM ENVIRONMENTAL FEE (MATER	10.000	0.78	10.78
	25.70	TN	FRTTT FREIGHT PER TON	6.000	0.00	154.20
	TICKET DATE TOTALS:			425.50	18.71	444.21
	JOB TOTALS			425.50	18.71	444.21

TICKETS: 021-63277

AMOUNT DUE 444.21



ENNISS INC.

P.O. Box 1769
Lakeside, CA 92040
Phone (619) 561-1101 Fax (619) 443-9191

INVOICE

INVOICE NO. 254944
TERMS Net 30
DATE 04/23/2024
DUE DATE 05/23/2024

INVOICE TO

Gem Industrial Electric, Inc.
16902 Rio Maria Rd
Lakeside, CA 920401178 USA

JOB ADDRESS

River Valley
Lakeside, CA

DESCRIPTION OF WORK

Provide 24.75 tons of Class 2
Base on 04-23-24

TICKET # 206039, 206047

DATE	ACTIVITY	QTY	RATE	TAX	AMOUNT
	Ticket #206039 - Class 2 Base	12.11	10.00		121.10T
	Ticket #206047 - Class 2 Base	12.64	10.00		126.40T

Thank you! We appreciate your business!

SUBTOTAL	247.50
TAX	19.18
TOTAL	266.68
BALANCE DUE	\$266.68

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/6/2024

C.O.R. #: 2

Job Name: LUSD Technology Department Building

RFI #_ or PCO # _____

Description: Install 3/4" grave behind curb

	EXTRA:	CREDIT:
1. Labor	<u>\$326.88</u>	<u>\$0.00</u>
2. Burden @ 33%	<u>\$107.87</u>	<u>\$0.00</u>
3. Labor Total:	<u>\$434.75</u>	<u>\$0.00</u>
4. Material w/ Tax:	<u>\$300.00</u>	<u>\$0.00</u>
5. Tool & Equipment:	<u>\$410.00</u>	<u>\$0.00</u>
6. Subtotal	<u>\$1,144.75</u>	<u>\$0.00</u>
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	<u>\$171.71</u>	<u>\$0.00</u>
8. Subcontractor Cost:	<u>\$0.00</u>	<u>\$0.00</u>
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	<u>\$0.00</u>	<u>\$0.00</u>
10 Subtotal:	<u>\$1,316.46</u>	<u>\$0.00</u>
11 Bond not to exceed 2% of item #10:	<u>\$26.33</u>	<u>\$0.00</u>
12 TOTAL:	<u>\$1,342.79</u>	<u>\$0.00</u>
Total Change Order:	<u>\$1,342.79</u>	

APPROVED: _____ Date: 08/14/2024

*OK to pay
9-18-24*

Doug MacLachlan Date: 8/6/2024
Contractor

Project: LUSD Technology Department Building

Task	Labor	Labor Cost	Material	Material Cost	Equipment	Equipment Cost	Subcontract Cost
Install 3/4" gravel behind curb	Labor RT (\$69.68 X 2 Hours)	\$ 139.36	Rock	\$ 300.00	Bobcat (\$65.00 X 2 Hours)	\$ 130.00	
	Operator Group 3 RT (\$93.76 X 2 Hours)	\$ 187.52			Trucking (\$140.00 X 2 Hours)	\$ 280.00	
		\$ 326.88		\$ 300.00		\$ 410.00	\$ -

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/6/2024

C.O.R. #: 3

Job Name: LUSD Technology Department Building

RFI #_ or PCO # _____

Description: Additional 8 feet of fence on north side of building

	EXTRA:	CREDIT:
1. Labor	<u>\$746.45</u>	<u>\$0.00</u>
2. Burden @ 33%	<u>\$246.33</u>	<u>\$0.00</u>
3. Labor Total:	<u>\$992.78</u>	<u>\$0.00</u>
4. Material w/ Tax:	<u>\$535.00</u>	<u>\$0.00</u>
5. Tool & Equipment:	<u>\$195.00</u>	<u>\$0.00</u>
6. Subtotal	<u>\$1,722.78</u>	<u>\$0.00</u>
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	<u>\$258.42</u>	<u>\$0.00</u>
8. Subcontractor Cost:	<u>\$0.00</u>	<u>\$0.00</u>
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	<u>\$0.00</u>	<u>\$0.00</u>
10 Subtotal:	<u>\$1,981.20</u>	<u>\$0.00</u>
11 Bond not to exceed 2% of item #10:	<u>\$39.62</u>	<u>\$0.00</u>
12 TOTAL:	<u>\$2,020.82</u>	<u>\$0.00</u>
Total Change Order:	<u>\$2,020.82</u>	

APPROVED:  Date: 08/14/2024

 Date: 8/6/2024
Contractor

*OK to pay
Dunt
9/18/24*

Project: LUSD Technology Department Building

Task	Labor	Labor Cost	Material	Material Cost	Equipment	Equipment Cost	Subcontract Cost
Add. 8" section of fence on north side of building	Labor RT (\$69.68 X 8 Hours)	\$ 557.44	(1) 21' 2 7/8" post	\$ 260.00	Bobcat (\$65.00 X 1 Hours)	\$ 65.00	
	Operator Group 3 RT (\$93.76 X 1 Hours)	\$ 93.76	8' fabric and bands and top rail	\$ 195.00	Auger (\$65.00 X 1 Hours)	\$ 65.00	
	Operator Group 4 RT (\$95.25 X 1 Hours)	\$ 95.25	Concrete	\$ 80.00	Mini Ex (\$65.00 X 1 Hour)	\$ 65.00	
		\$ 746.45		\$ 535.00		\$ 195.00	\$ -

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan Date: 8/13/2024

C.O.R. #: 4

Job Name: LUSD Technology Department Building

RFI # **or PCO #**

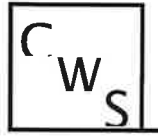
Description: Relocate ladder racking from old server room to new server room

	EXTRA:	CREDIT:
1. Labor		\$0.00
2. Burden @ 33%	\$0.00	\$0.00
3. Labor Total:	\$0.00	\$0.00
4. Material w/ Tax:		\$0.00
5. Tool & Equipment:		\$0.00
6. Subtotal	\$0.00	\$0.00
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	\$0.00	\$0.00
8. Subcontractor Cost:	\$1,955.00	\$0.00
9. If subcontractor performed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	\$97.75	\$0.00
10 Subtotal:	\$2,052.75	\$0.00
11 Bond not to exceed 2% of item #10:	\$41.06	\$0.00
12 TOTAL:	\$2,093.81	
Total Change Order:	\$2,093.81	

APPROVED:  Date: 08/14/2024

Doug MacLachlan Date: 8/14/2024
Contractor

OK to pay
Please
9-18-24



**COMMUNICATION
WIRING SPECIALISTS, INC.**

8909-F Complex Drive, San Diego, CA 92123 License #623901 PH: 858/278-4545 FAX: 858/278-7709

Change Order

From	Adrian Plandor	Tracking Number	CO 001
	CWS	Date	8/12/24
	8909-F Complex Drive	CWS Project #	190854
	San Diego, CA 92123	Project Location	Lakeside USD Tech Department Building 11833 Woodside Ave, Lakeside, CA 92040
To	Annette Lane		
	GEM Industrial, Inc. 16902 Rio Maria Rd Lakeside, CA 92040		
Email	annette@gemindustrialinc.com		
Phone	858-486-1758	Total Price	\$ 1955.00
Fax			

Description:

**Relocate ladder racking from old server room to new server room
Install ladder racking in new server room with (6) new triangle brackets**

Please review and return with your approval.

Conditions: As per base bid agreement.

Terms: 100% due upon completion Net-30 days

Approved for Work	Project Manager:
Customer Signature:	

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/28/2024

C.O.R. #: 5

Job Name: LUSD Technology Department Building

RFI #__ or PCO # _____

Description: Furnish and install new run capacito and add R-22 to the unit

	EXTRA:	CREDIT:
1. Labor		\$0.00
2. Burden @ 33%	\$0.00	\$0.00
3. Labor Total:	\$0.00	\$0.00
4. Material w/ Tax:		\$0.00
5. Tool & Equipment:		\$0.00
6. Subtotal	\$0.00	\$0.00
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	\$0.00	\$0.00
8. Subcontractor Cost: Elite Air	\$1,642.00	\$0.00
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	\$82.10	\$0.00
10 Subtotal:	\$1,724.10	\$0.00
11 Bond not to exceed 2% of item #10:	\$34.48	\$0.00
12 TOTAL:	\$1,758.58	
Total Change Order:	\$1,758.58	

APPROVED:  Date: 09/05/2024

 Date: 8/28/2024
Contractor

*ok to pass
LUSD
9-18-24*



ELITE AIR CONDITIONING, INC.

August 22, 2024

Attn: Doug MacLachlan

GEM Industrial Inc.

JOB NAME: Lakeside USD Technology Department Bldg.
 LOCATION: AHU-2
 DESCRIPTION: Repair Unit
 RFI NUMBER:
 EACI C.O. #: 1

Our price for the referenced change is as follows:

TOTAL NET CHANGE TO CONTRACT \$ 1,642.00
ADDED DAYS FOR THIS ADDITIONAL WORK ___-0-___ Days

This price is based on the usual cost elements such as labor, materials, and markup and does not include any amount for interference, disruptions, rescheduling and change in the sequence of work, delays and / associated acceleration. We expressly reserve the right to submit our request for any of these items should we be faced with performing our work under any of these conditions.

This change proposal is limited to modifications involving our original scope of work. This cost proposal supersedes all previously submitted cost proposals relating to this same work.

This quote is valid for 30 calendar days from the above date and void thereafter.

Work included:

- 1.) Furnish and install new run capacitor.
- 2.) Add R-22 to the unit.
- 3.) Sales tax as applicable.

Respectfully submitted,
ELITE AIR CONDITIONING, INC.
 Nick Evans

LICENSE #985559
DIR # 1000000924

OFFICE (951) 272-8960 * FAX (951) 220-7352
PO BOX 7514 * NORCO, CA. 92860

Change Order Summary Sheet

JOB NAME: Lakeside USD Technology Dept. Bldg.
LOCATION: AHU-2
DESCRIPTION: Repair Unit

RFI NUMBER:
EACI C.O. #: 1

MATERIALS: 900.00
See Attached Spreadsheet

LABOR HOURS: 4

JOURNEYMAN: 110.24 440.96

SALES TAX: 81.00

TOTAL MATERIALS: 981.00

TOTAL LABOR: 440.96

TOTAL MATERIALS (FROM ABOVE)	981.00	
LABOR (FROM ABOVE)	440.96	
RENTAL EQUIPMENT (SEE ITEMIZATION)	-	
OTHER (SEE ITEMIZATION)	-	
ESTIMATING / ENGINEERING (\$ 96.00 / HR.)	-	
PERMITS & FEES	-	
COMSUMABLE/EXPENDABLES (1.5% LABOR)	-	
CARTAGE & HANDLING (1.5% MATERIALS)	-	
COST		1,421.96
OVERHEAD (10%)	142.20	
SUBTOTAL		1,564.16
PROFIT (5%)	78.21	
TOTAL		1,642.36
BOND FEES (1%)	-	
TOTAL CHANGE ORDER AMOUNT	1,642.36	

ELITE AIR CONDITIONING, INC.

**MATERIALS / EQUIPMENT
BREAKDOWN**

PROJECT: Lakeside USD Technology Dept. Bldg.
LOCATION: AHU-2
DESCRIPTION: Repair Unit
RFI NUMBER:
EACI C.O. #: 1

ITEM NO.	DESCRIPTION	QTY	UNIT \$	MATERIAL EST. TOTAL	UNIT HR	LABOR EST. HR
1	Add new capacitor and R-22			\$ 900.00		4.00
				\$ -		0.00
				\$ -		0.00
	TOTAL			\$ 900.00		4.00

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/28/2024

C.O.R. #: 6

Job Name: LUSD Technology Department Building

RFI #_ or PCO # _____

Description: Add a pair of 12" tall gates and additional paving per ASI 1

	EXTRA:	CREDIT:
1. Labor	<u>\$3,734.10</u>	<u>\$0.00</u>
2. Burden @ 33%	<u>\$1,232.25</u>	<u>\$0.00</u>
3. Labor Total:	<u>\$4,966.35</u>	<u>\$0.00</u>
4. Material w/ Tax:	<u>\$2,514.95</u>	<u>\$0.00</u>
5. Tool & Equipment:	<u>\$1,145.00</u>	<u>\$0.00</u>
6. Subtotal	<u>\$8,626.30</u>	<u>\$0.00</u>
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	<u>\$1,293.95</u>	<u>\$0.00</u>
8. Subcontractor Cost:	<u>\$4,984.00</u>	<u>\$0.00</u>
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	<u>\$249.20</u>	<u>\$0.00</u>
10 Subtotal:	<u>\$15,153.45</u>	<u>\$0.00</u>
11 Bond not to exceed 2% of item #10:	<u>\$303.07</u>	<u>\$0.00</u>
12 TOTAL:	<u>\$15,456.52</u>	<u> </u>
Total Change Order:	<u>\$15,456.52</u>	<u> </u>

APPROVED:  Date: 09/05/2024

 Date: 8/28/2024
Contractor

*OK to pay
9-18-24*

Project: LUSD Technology Department Building							
Task	Labor	Labor Cost	Material	Material Cost	Equipment	Equipment Cost	Subcontract Cost
Cut sub Grae	Operartor Group 2 (\$93.47 X 2 Hours)	\$ 186.94			Bobcat (\$65.00 X 2 Hours)	\$ 130.00	
	Operator Group 3 (\$93.76 X 2 Hours)	\$ 187.52			Auger (\$65.00 X 2 Hours)	\$ 130.00	
	Operator Group 4 (\$95.25 X 2 Hours)	\$ 190.50			Mini Ex (\$65.00 X 2 Hour)	\$ 130.00	
	Labor (\$70.92 X 6 Hours)	\$ 425.52					
Drill and Set Fence Post	Operator Group 4 (\$95.25 X 2 Hours)	\$ 190.50	Concrete	\$ 275.00	Mini Ex (\$65.00 X 2 Hour)	\$ 130.00	
	Labor (\$70.92 X 12 Hours)	\$ 851.04	Post	\$ 939.95	Auager	\$ 225.00	
Install Base and Pave							\$ 4,984.00
Build and install gates and stretch fabric	Labor (\$70.92 X 24 Hours)	\$ 1,702.08	12' chain link, hinges and f	\$ 1,300.00	Welding Truck	\$ 400.00	
		\$ 3,734.10		\$ 2,514.95		\$ 1,145.00	\$ 4,984.00



8722 Winter Gardens Blvd.
Lakeside, CA 92040

Estimate/Contract

CA Contractors SBE #2001432
License #749206 SLBE #11KP0127
DIR# 1000002341

Customer Name & Address		Estimate Date	Estimate Number	
Gem Industrial ATTN: Annette Lane 16902 Rio Maria Road. Lakeside, CA 92040		8/26/2024	17780	
		Project		
		Change Order #1		
Customer Phone	Customer Fax	Customer E-mail		Rep
858-486-1758	858-668-0609	annette@gemindustrialinc.com		JON
Description		Quantity	Measure	Total
LUSD Tech Dept Building Change Order Request per AS-02: Additional 3" AC on 6" C2B in maintenance area, approx 551 SF If the above price(s) is(are) acceptable, please sign this estimate below and return it to our office. _____ (SIGNATURE)				4,984.00
Total				\$4,984.00
<p>Crackfill is a temporary fix, cracks will continue to expand & migrate. Upon curing, crackfill has the potential to settle into cracks, this will make the crack visible and is a normal occurrence.</p> <p>If oil spots are not remediated before seal coat placement, there is a very high chance that the seal coat will not adhere to these areas.</p> <p>Terms: Net 30, unless otherwise specified above. All past due amounts are subject to a service charge at the maximum rate allowed by state law plus costs of collection, including attorney fees if incurred, at the highest rate legally available.</p> <p>We recommend 24 hrs minimum cure time (closed to traffic). Opening sealed areas less than minimum specified time may cause premature wear to quality of materials & workmanship. If base is found to be unacceptable at depth, additional excavation & installation of new base may be needed, in which case additional costs will be charged at "T&M" +15% overhead & profit, upon approval of onsite superintendent. Kirk Paving, Inc. is not liable for damage or injury to pedestrians or vehicles in barricaded construction areas. When seal coating, paving & striping contractor places barricades, roped off areas, safety cones, delineators, etc. around all work areas. If animals or people walk, drive through or around our barricades & ropes, tracking materials onto sidewalks, carpets, etc., Contractor will not be responsible.</p>				
Phone #	Fax #	E-mail		
(619) 938-9958	(619) 938-0767	info@kirkpaving.us		

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approve Change Orders to GEM Industrial for Lakeside Farms ESS

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

Approval is requested to the GEM Industrial for Lakeside Farms ESS, Change Order #s:

C/O #1R	Labor, material and equipment to extend sewer line to septic tank	\$25,653.60
---------	-------------------------------------------------------------------	-------------

Fiscal Impact (Cost):

\$25,653.60

Funding Source:

ELOP

Addresses Emphasis Goal(s):

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

Recommended Action:

- Informational** **Denial/Rejection**
 Discussion **Ratification**
 Approval **Explanation:** Click here to enter text.
 Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**GEM
Industrial Inc**

General Contractor LICE # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/21/2024

C.O.R. #: 1R

Job Name: Lakeside Farms ESS

RFI #__ or PCO # _____

Description: Labor, material and equipment to extend sewer line to septic tank

	EXTRA:	CREDIT:
1. Labor	<u>\$11,560.38</u>	<u>\$0.00</u>
2. Burden @ 33%	<u>\$3,814.93</u>	<u>\$0.00</u>
3. Labor Total:	<u>\$15,375.31</u>	<u>\$0.00</u>
4. Material w/ Tax:	<u>\$4,374.77</u>	<u>\$0.00</u>
5. Tool & Equipment:	<u>\$2,120.00</u>	<u>\$0.00</u>
6. Subtotal	<u>\$21,870.08</u>	<u>\$0.00</u>
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	<u>\$3,280.51</u>	<u>\$0.00</u>
8. Subcontractor Cost:	<u>\$0.00</u>	<u>\$0.00</u>
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	<u>\$0.00</u>	<u>\$0.00</u>
10 Subtotal:	<u>\$25,150.59</u>	<u>\$0.00</u>
11 Bond not to exceed 2% of item #10:	<u>\$503.01</u>	<u>\$0.00</u>
12 TOTAL:	<u>\$25,653.60</u>	<u>\$0.00</u>
Total Change Order:	<u>\$25,653.60</u>	

APPROVED:  Date: 09/09/2024

 Date: 8/23/24
Contractor



Project: Lakeside Farms ESS Relo		Description: Extend sewer line to septic tank					
Task	Labor	Labor Cost	Material	Material Cost	Equipment	Equipment Cost	Subcontract Cost
Pot Hole spetic tank	Labor (\$70.92 X 16 Hours)	\$ 1,134.72			Mini Ex (\$65.00 X 4 Hours)	\$ 260.00	
	Operator Group 4 (\$ 95.75 X 4 Hours)	\$ 383.00					
Sawcut and remove Asphalt	Labor (\$70.92 X 4 Hours)	\$ 283.68			Bobcat (\$65.00 X 4 Hours)	\$ 260.00	
	Operator Group 3 (\$ 93.76 X 4 Hours)	\$ 375.04			Mini Ex (\$65.00 X 4 Hours)	\$ 260.00	
	Operator Group 4 (\$ 95.75 X 4 Hours)	\$ 383.00			Trucking (\$140.00 X 2 Hours)	\$ 280.00	
					Sawcutting	\$ 400.00	
Dig, lay and bacfill sewer	Labor (\$70.92 X 60 Hours)	\$ 4,255.20	Pipe and fittings	\$ 2,266.67			
	Operator Group 3 (\$ 93.76 X 12 Hours)	\$ 1,125.12	Dump Dirt	\$ 200.00			
	Operator Group 4 (\$ 95.75 X 16 Hours)	\$ 1,532.00	Rock	\$ 255.00			
	Plumber (\$69.07 X 8 Hours)	\$ 552.56	(2) Lids, (2) FA and (2) Caps	\$ 173.10			
			(2) 1A Boxes	\$ 80.00			
Asphalt Patch	Operator Group 3 (\$ 93.76 X 2 Hours)	\$ 187.52	Asphalt (\$175.00 X 8 Tons)	\$ 1,400.00	Bobcat (\$65.00 X 2 Hours)	\$ 130.00	
	Operator Group 4 (\$ 95.75 X 2 Hours)	\$ 191.50			Roller (\$55.00 X 2 Hours)	\$ 110.00	
	Labor Group 2 (\$ 71.43 X 8 Hours)	\$ 571.44			Trucking (\$140.00 X 3 hours)	\$ 420.00	
	Labor Group 4 (\$ 73.20 X 8 Hours)	\$ 585.60					
		\$ 11,560.38		\$ 4,374.77		\$ 2,120.00	\$ -

FERGUSON®

WATERWORKS

11909 TECH CENTER COURT
POWAY, CA 92064-7139

Please contact with Questions: 858-391-3700

GEM INDUSTRIAL ELECTRIC INC
16902 RIO MARIA RD
LAKESIDE CA 92040-1178

INVOICE NUMBER	TOTAL DUE	CUSTOMER	PAGE
0860425	\$1,666.55	207	1 of 1


**PLEASE REFER TO INVOICE NUMBER WHEN
MAKING PAYMENT AND REMIT TO:**

FERGUSON WATERWORKS #1083
PO BOX 740827
LOS ANGELES, CA 90074-0827

MASTER ACCOUNT NUMBER: 136155

SHIP TO:

COUNTER PICK UP
1149 N MARSHALL AVE
SUITE B
EL CAJON, CA 92020

SHIP WHSE.	SELL WHSE.	TAX CODE	CUSTOMER ORDER NUMBER	SALESMAN	JOB NAME	INVOICE DATE	BATCH
1086	1086	CA37EL	LAKESIDE FARMS	086	LAKESIDE FARMS	07/31/24	IO 67158
ORDERED	SHIPPED	ITEM NUMBER	DESCRIPTION		UNIT PRICE	UM	AMOUNT
			THANK YOU FOR YOUR BUSINESS! CHECK US OUT ON FERGUSON.COM!				
340	180	340	SDR35PP20	4X20 SDR35 PVC GJ SWR PIPE	3.370	FT	1145.80
4	2	4	MUL063504	4 PVC SWR GXG 45 BEND	21.210	EA	84.84
4	2	4	MUL063404	4 PVC SWR GXG 45 BEND	19.060	EA	76.24
4	2	4	MUL063304	4 PVC SWR GXG 45 WYE	36.530	EA	146.12
1	1	1	MUL063307	6X4 PVC SWR GXG 45 WYE	74.080	EA	74.08
2	1	2	PSLUBXL1Q	1 QT 2 LB PIPE JT LUB NSF NEW FORM	6.230	EA	12.46
INVOICE SUB-TOTAL							1539.54
TAX						San Diego/ El Cajon	127.01
<p>LEAD LAW WARNING: IT IS ILLEGAL TO INSTALL PRODUCTS THAT ARE NOT "LEAD FREE" IN ACCORDANCE WITH US FEDERAL OR OTHER APPLICABLE LAW IN POTABLE WATER SYSTEMS ANTICIPATED FOR HUMAN CONSUMPTION PRODUCTS WITH *NP IN THE DESCRIPTION ARE NOT LEAD FREE AND CAN ONLY BE INSTALLED IN NON-POTABLE APPLICATIONS. BUYER IS SOLELY RESPONSIBLE FOR PRODUCT SELECTION.</p> <p>WATER FLOW RATE NOTICE: LAVATORY FAUCETS WITH FLOW RATES OVER 0.5 GPM ARE NOT ALLOWED FOR 'PUBLIC USE' IN CALIFORNIA.</p>							
<p>Looking for a more convenient way to pay your bill?</p> <p>Log in to Ferguson.com and request access to Online Bill Pay.</p>							

TERMS: NET 30 DAYS ORIGINAL INVOICE TOTAL DUE \$1,666.55

All past due amounts are subject to a service charge of 1.5% per month, or the maximum allowed by law, if lower. If Buyer fails to pay within terms, then in addition to other remedies, Buyer agrees to pay Seller all costs of collection, including reasonable attorney fees. Complete terms and conditions are available upon request or at <https://www.ferguson.com/content/website-info/terms-of-sale>, incorporated by reference. Seller may convert checks to ACH.

FERGUSON®

WATERWORKS

11909 TECH CENTER COURT
POWAY, CA 92064-7139

Please contact with Questions: 858-391-3700

GEM INDUSTRIAL ELECTRIC INC
16902 RIO MARIA RD
LAKESIDE CA 92040-1178

INVOICE NUMBER	TOTAL DUE	CUSTOMER	PAGE
0860514	\$600.12	207	1 of 1


**PLEASE REFER TO INVOICE NUMBER WHEN
MAKING PAYMENT AND REMIT TO:**

FERGUSON WATERWORKS #1083
PO BOX 740827
LOS ANGELES, CA 90074-0827

MASTER ACCOUNT NUMBER: 136155

SHIP TO:

COUNTER PICK UP
11909 TECH CENTER COURT
POWAY, CA 92064-7139

SHIP WHSE.	SELL WHSE.	TAX CODE	CUSTOMER ORDER NUMBER	SALESMAN	JOB NAME	INVOICE DATE	BATCH
1083	1083	CA37		086	LAKESIDE FARMS	07/31/24	IO 67161
ORDERED	SHIPPED	ITEM NUMBER	DESCRIPTION		UNIT PRICE	UM	AMOUNT
2	2	GMAX6	THANK YOU FOR YOUR BUSINESS! CHECK US OUT ON FERGUSON.COM! 6.27-7.75 MAX ADPT COUP		278.480	EA	556.96
			INVOICE SUB-TOTAL				556.96
			TAX		San Diego		43.16
<p>LEAD LAW WARNING: IT IS ILLEGAL TO INSTALL PRODUCTS THAT ARE NOT "LEAD FREE" IN ACCORDANCE WITH US FEDERAL OR OTHER APPLICABLE LAW IN POTABLE WATER SYSTEMS ANTICIPATED FOR HUMAN CONSUMPTION. PRODUCTS WITH "NP IN THE DESCRIPTION ARE NOT LEAD FREE AND CAN ONLY BE INSTALLED IN NON-POTABLE APPLICATIONS. BUYER IS SOLELY RESPONSIBLE FOR PRODUCT SELECTION.</p> <p>WATER FLOW RATE NOTICE: LAVATORY FAUCETS WITH FLOW RATES OVER 0.5 GPM ARE NOT ALLOWED FOR 'PUBLIC USE' IN CALIFORNIA.</p>							
<p>Looking for a more convenient way to pay your bill?</p> <p>Log in to Ferguson.com and request access to Online Bill Pay.</p>							

TERMS: NET 30 DAYS	ORIGINAL INVOICE	TOTAL DUE	\$600.12
---------------------------	-------------------------	------------------	-----------------

All past due amounts are subject to a service charge of 1.5% per month, or the maximum allowed by law, if lower. If Buyer fails to pay within terms, then in addition to other remedies, Buyer agrees to pay Seller all costs of collection, including reasonable attorney fees. Complete terms and conditions are available upon request or at <https://www.ferguson.com/content/website-info/terms-of-sale>, incorporated by reference. Seller may convert checks to ACH.

FERGUSON
WATERWORKS
 11909 TECH CENTER COURT
 POWAY, CA 92064-7139

INVOICE NUMBER	TOTAL DUE	CUSTOMER	PAGE
0861548	\$173.10	207	1 of 1

**PLEASE REFER TO INVOICE NUMBER WHEN
 MAKING PAYMENT AND REMIT TO:**

FERGUSON WATERWORKS #1083
 PO BOX 740827
 LOS ANGELES, CA 90074-0827


Please contact with Questions: 858-391-3700

MASTER ACCOUNT NUMBER: 136155

SHIP TO:

GEM INDUSTRIAL ELECTRIC INC
 16902 RIO MARIA RD
 LAKESIDE CA 92040-1178

COUNTER PICK UP
 1149 N MARSHALL AVE
 SUITE B
 EL CAJON, CA 92020

SHIP WHSE.	SELL WHSE.	TAX CODE	CUSTOMER ORDER NUMBER	SALESMAN	JOB NAME	INVOICE DATE	BATCH
1086	1086	CA37EL		086	LAKESIDE FARMS	08/13/24	IO 67235
ORDERED	SHIPPED	ITEM NUMBER	DESCRIPTION		UNIT PRICE	UM	AMOUNT
			THANK YOU FOR YOUR BUSINESS! CHECK US OUT ON FERGUSON.COM!				
4	4	MUL040424	4 PVC SWR RH THRD CO PLUG		6.180	EA	24.72
4	4	MUL040289	4 PVC SWR HUB FEM CO ADPT		10.170	EA	40.68
3	3	SD1ACCISEWER	1A CI CVR ONLY SWR		31.500	EA	94.50
INVOICE SUB-TOTAL							159.90
TAX						San Diego/ El Cajon	13.20
<p>LEAD LAW WARNING: IT IS ILLEGAL TO INSTALL PRODUCTS THAT ARE NOT "LEAD FREE" IN ACCORDANCE WITH US FEDERAL OR OTHER APPLICABLE LAW IN POTABLE WATER SYSTEMS ANTICIPATED FOR HUMAN CONSUMPTION. PRODUCTS WITH "NP" IN THE DESCRIPTION ARE NOT LEAD FREE AND CAN ONLY BE INSTALLED IN NON-POTABLE APPLICATIONS. BUYER IS SOLELY RESPONSIBLE FOR PRODUCT SELECTION.</p> <p>WATER FLOW RATE NOTICE: LAVATORY FAUCETS WITH FLOW RATES OVER 0.5 GPM ARE NOT ALLOWED FOR "PUBLIC USE" IN CALIFORNIA.</p>							
<p>Looking for a more convenient way to pay your bill?</p> <p>Log in to Ferguson.com and request access to Online Bill Pay.</p>							

TERMS: NET 30 DAYS	ORIGINAL INVOICE	TOTAL DUE	\$173.10
---------------------------	-------------------------	------------------	-----------------

All past due amounts are subject to a service charge of 1.5% per month, or the maximum allowed by law, if lower. If Buyer fails to pay within terms, then in addition to other remedies, Buyer agrees to pay Seller all costs of collection, including reasonable attorney fees. Complete terms and conditions are available upon request or at <https://www.ferguson.com/content/website-info/terms-of-sale>, incorporated by reference. Seller may convert checks to ACH.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approve Change Orders to GEM Industrial for Lakeview ESS

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

Approval is requested to the GEM Industrial for Lakeside Farms ESS, Change Order #s:

C/O #1	Extend 1½ water line to new POC approx. 150 LF through parking lot	\$27,023.30
--------	--------------------------------------------------------------------	-------------

Fiscal Impact (Cost):

\$27,023.30

Funding Source:

ELOP

Addresses Emphasis Goal(s):

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

Recommended Action:

- Informational** **Denial/Rejection**
 Discussion **Ratification**
 Approval **Explanation:** Click here to enter text.
 Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 9/19/2024

C.O.R. #: 1

Job Name: Laveview ESS Relo

RFI #__ or PCO # _____

Description: Extend 1 1/2" water line to new POC approx. 150 LF through parking lot

	EXTRA:	CREDIT:
1. Labor	\$11,750.20 ✓	\$0.00
2. Burden @ 33%	\$3,877.57 ✓	\$0.00
3. Labor Total:	\$15,627.77 ✓	\$0.00
4. Material w/ Tax:	\$3,050.00 ✓	\$0.00
5. Tool & Equipment:	\$4,360.00 ✓	\$0.00
6. Subtotal	\$23,037.77 ✓	\$0.00
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	\$3,455.66 ✓	\$0.00
8. Subcontractor Cost:	\$0.00	\$0.00
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	\$0.00	\$0.00
10 Subtotal:	\$26,493.43 ✓	\$0.00
11 Bond not to exceed 2% of item #10:	\$529.87 ✓	\$0.00
12 TOTAL:	\$27,023.30 ✓	\$0.00
Total Change Order:	\$27,023.30	

APPROVED:

[Signature] Date: 9/24/24

Douglas MacLachlan Date: 9/19/2024
Contractor

Project: Lakeview ESS		Water POC					
Task	Labor	Labor Cost	Material	Material Cost	Equipment	Equipment Cost	Subcontract Cost
Layout & Sawcutting	Laborer (\$70.92 X 2 Hours)	\$ 141.84			Sawcutting	\$ 800.00	
Demo and Haul	Operator Grp 3 (\$93.76 X 4 Hours)	\$ 375.04	Dump Fees	\$ 300.00	Bobcat (\$65.00 X 4 Hours)	\$ 260.00	✓
	Operator Grp 4 (\$95.25 X 4 Hours)	\$ 381.00			Mini Ex (\$65.00 X 4 Hours)	\$ 260.00	✓
					Trucking (\$140.00 X 4 Hours)	\$ 560.00	✓
Trenching	Laborer (\$70.92 X 16 Hours)	\$ 1,134.72					
	Operator Grp 4 (\$95.25 X 16 Hours)	\$ 1,524.00			Mini Ex (\$65.00 X 16 Hours)	\$ 1,040.00	✓
Install pipe	Laborer (\$70.92 X 8 Hours)	\$ 567.36	Pipe & Fittings	\$ 350.00			
	Plumber (\$87.69 X 8 Hours)	\$ 701.52					
Backfill & Compact	Laborer (\$70.92 X 24 Hours)	\$ 1,702.08	San	\$ 400.00			
	Operator Grp 3 (\$93.76 X 16 Hours)	\$ 1,500.16			Bobcat (\$65.00 X 16 Hours)	\$ 1,040.00	✓
Concrete Patch	Cement Mason (\$78.65 X 16 Hours)	\$ 1,258.40	Concrete & Rebar	\$ 1,200.00			
Asphalt	Laborer (\$70.92 X 24 Hours)	\$ 1,702.08	Asphalt	\$ 800.00	Roller	400	
	Operator Grp 4 (\$95.25 X 8 Hours)	\$ 762.00					
		\$ 11,750.20		\$ 3,050.00		\$ 4,360.00	✓

PLUMBING SPECIFICATION

FACTOR TO BE DETERMINED, VISIT JOB SITE TO DETERMINE WORKING CONDITIONS, ACCESS, ETC. FROM AHEAD OF CONTRACT. PROVIDE THE COPIES OF SUBMITTAL DATA TO ARCHITECT'S REVIEW AND APPROVAL. PROVIDE AND INSTALL COMPLETE AND OPERATING PLUMBING SYSTEMS AS SHOWN & SPECIFIED IN ACCORDANCE WITH CURRENT U.P.C. AND AS REQUIRED BY CAL. TITLE 24, PART 5.

LOCATIONS OF EXISTING PLUMBING UTILITIES ARE APPROXIMATE. THE PLUMBING CONTRACTOR SHALL BE RESPONSIBLE FOR LOCATING AND CORRECTING EXISTING GAS, WATER AND SEWER.

PIPE AND FITTINGS

1. SOIL, WASTE, VENT, BAKENWATER TO 5" OUTSIDE OF BUILDING; NO-RUN CAST-IRON SOIL PIPE AND FITTINGS; PROVIDE ADAPTOR BE WROUGHT AT P.O.C.'S TO NEW 4" SCH. 40 MS OR EXISTING SCHED LINES AS SHOWN ON THE PLUMBING SITE PLAN.

2. WATER TO 1/2" O.D. TYPE L, RATED DRINK; COVER WATER TUBE W/CAST OR WROUGHT SOLID FITTINGS. 3/4" SCHED 40S UNLESS OTHERWISE NOTED, BLENDED-SOLDER BELOW.

3. WATER 1/2" O.D. TO EXIST. P.O.C.'S CLASS 315 60R11.5 SCH. 80 PVC PIPE W/SCH. 80 SOLVENT BOND FITTINGS FOR 2" x 1/2" LANCES, SCH. 40, PVC 1120 W/SCH. 40 SOLVENT BOND FITTINGS FOR 1-1/2" AND TUBES. INSTALL IN RAIN, 6" ALL AROUND.

4. GAS, SCHED 40S UNLESS OTHERWISE NOTED, PVC GAS PIPE W/SOLVENT BOND FITTINGS W/FLAT-TO-FLAT TRANSFER FITTINGS, OR EQUAL, WITH INSULATED TRAPS VENT ALONG THE COMPLETE LENGTH. INSTALL IN RAIN 6" ALL AROUND PIPE MIN. 2"-Ø COVER.

5. GAS, ABOVE GRADE: SCH. 40, ASTM A-132 BLACK STEEL PIPE W/HALF-LEAD THREADED FITTINGS.

PLUMBING ACCESSORIES

- SHUT-OFF VALVES: (EXPOSED SHALL BE KEY-TYPE)
 - WATER-APPLICABLE TO SEPTIC, BALL VALVE, OR EQUAL.
 - GAS-CHATE #134 GAS COCK.
 (NOTE: "GAS SHUT-OFF" SHALL BE HEAVILY PAINTED ON BUILDING ADJACENT TO GAS SHUT VALVE IN 2" HIGH LETTERS IN COLOR SELECTED BY ARCHITECT)
- PRESSURE REGULATOR: AELTAMER, OR EQUAL.
- WIGGERS: WIGCO 433/733, OR EQUAL.
- DIELECTRIC UNIONS: EPIC OR EQUAL.
- PROVIDE PRESS TREATED 2" x 4" x 11" DOOD. VIB SLEEPERS SET IN MASTIC ON ROOF BENEATH GAS PIPING @ 6'-0" O.C. SEE DETAIL 1-P-1.
- PIPE FLASHINGS AT ROOF: 4 LB. LEAD WITH 8" DIAMETER BALLS WITH COUPLER FLASHING SLEEVE.

PLUMBING ACCESSORIES

- SEALANT BETWEEN FITTINGS AND ARCHITECTURAL SURFACES: NON-COLORING TYPING SEALANT-LOGAN AS SELECTED BY THE ARCHITECT.
- ROCK STR: ACORN #8121, MOTOR CHROME, W/100000 & 770 PARTITION STOP.
- WALL CLEANOUTS (D.C.O.): D.P.C. BROWNE PLUG IN NO-HUB TEST TEE WITH TERA1 TRIM-COATED COVER.
- AREA DRAIN BENEATH NEW CLASSROOMS SHALL BE 12" DIAMETER, PVC, W/ATAMIN GRATES, BY A.D.S., OR EQUAL.
- EXTERIOR CLEANOUTS: U.P.C. BROWNE PLUG, SEE CLEANOUT DETAIL THIS SHEET.

CATCH BASIN: 24" x 24" x 24" DEEP PRECAST CONCRETE CATCH BASIN WITH CAST IRON GRATE AS MANUFACTURED BY "PRECAST CONCRETE COMPANY", OF SANTEE, CALIFORNIA.

PLUMBING FIXTURES: SHALL BE AS SCHEDULED. PROVIDE BRASS/STAINL-SS STOPS WITH FLEXIBLE RISERS. TRAPS SHALL BE 1/2" GUNDRUP PLATED.

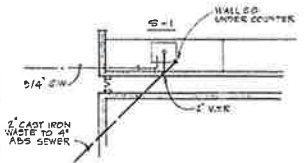
CLOSE-OFF REQUIREMENTS: PROVIDE ONE SET OF "AS-BUILT" REPRODUCTIONS (OBTAIN REPRODUCTIONS FROM ARCHITECT) SHOWING CHANGES FROM CONTRACT DRAWINGS WITH ALL BELOW GRADE PIPING ACCURATELY DIMENSIONED FROM BUILDING LINES & DEPTHS NOTED. TEST ALL PIPING SYSTEMS AS REQUIRED. BELOW GRADE CLEANOUTS SHALL BE PROPERLY LOCATED. FUSE OUT AND STEELTIE WATER SYSTEMS. PROVIDE ONE-YEAR WRITTEN WARRANTY FOR FIXTURES, MATERIAL, EQUIPMENT AND WORKMANSHIP.

PLUMBING LEGEND

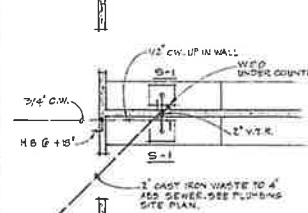
- CW— NEW DOMESTIC COLD WATER
- EW— EXISTING DOMESTIC COLD WATER
- SD— NEW STORM DRAIN
- ESD— EXISTING STORM DRAIN
- G— NEW GAS
- EG— EXISTING GAS
- S— NEW SEWER
- ES— EXISTING SEWER
- CO— CLEAN-OUT (BELOW GRADE)
- W.C.— WALL CLEAN-OUT
- H.P.W.— EXISTING HIGH PRESSURE WATER
- H.B.— HOSE BIBS
- S.O.V.— SHUT-OFF VALVE
- C.B.— EXISTING CATCH BASIN
- V.T.R.— VENT THRU ROOF
- U.G.— UNDERGROUND
- C.I.— CAST IRON
- P.O.C.— POINT OF CONNECTION
- R.D.— ROOF DRAIN

FIXTURE SCHEDULE

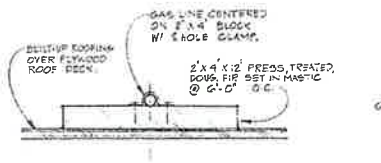
S-1 SINK MAWS 4230, 31" x 19", 18 GAUGE STAINLESS STEEL WITH GOOSENECK FAUCET BUBBLER, 1" GAUGE C.P. BRASS P-TRAP, C.P. BRASS ANGLE STOP RISER & SQUOCHONS.
NOTE: BUBBLER SHALL BE MAWS # 5056 W/ LEVEL HANDLE. GOOSENECK FAUCET SHALL BE MAWS # 5510



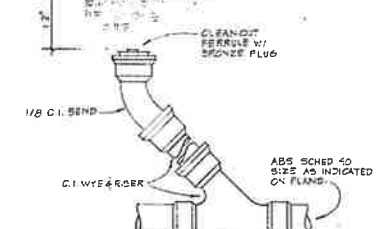
① PARTIAL PLUMBING FLOOR PLAN CLASSROOM # 3-3 SCALE: 1/4" = 1'-0"



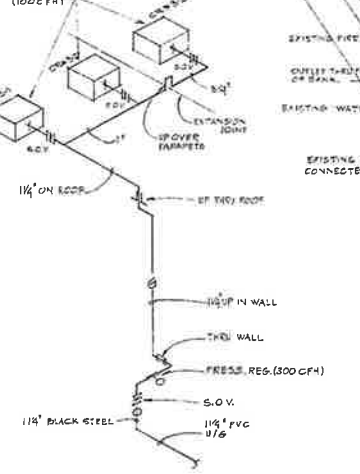
② PARTIAL PLUMBING FLOOR PLAN CLASSROOM # 3-1 & 3-2 SCALE: 1/4" = 1'-0"



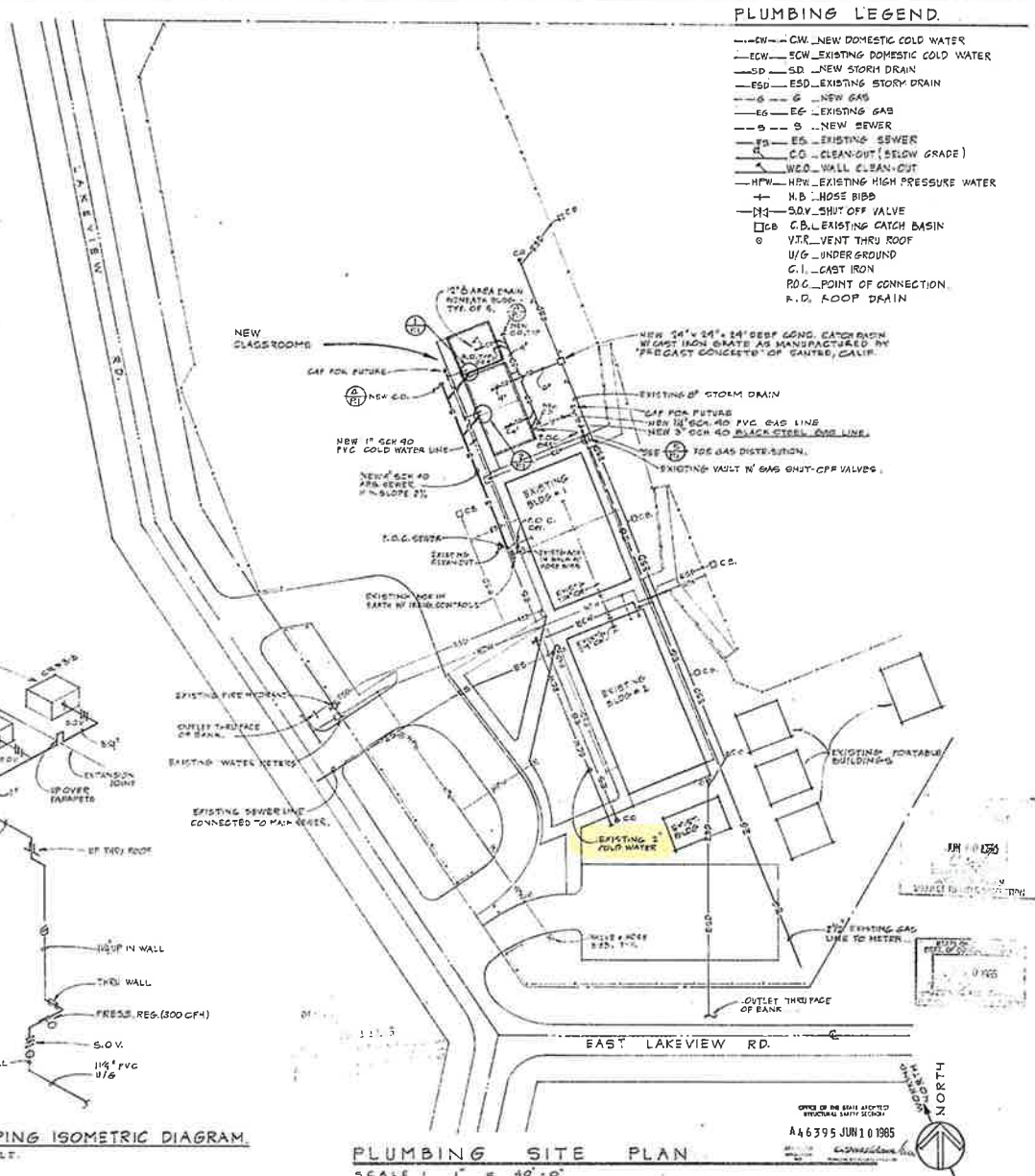
③ GAS LINE SUPPORT ON ROOF SCALE: 1/2" = 1'-0"



④ CLEAN-OUT DETAIL NO SCALE



⑤ GAS PIPING ISOMETRIC DIAGRAM NO SCALE



PLUMBING SITE PLAN SCALE: 1" = 40'-0"

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approve Change Orders to GEM TDS Fence Project

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

Approval is requested to the GEM TDS Fence Project, Change Order #s:

C/O #1	Additional concrete next to the office	\$3,147.26
C/O #2	Move sprinkler heads in lawn area	\$5,722.86
C/O #3	Wrap existing pipes in footing in foam	\$846.09
C/O #4	Electrified panic bar	\$3,743.91

Fiscal Impact (Cost):

\$13,460.12

Funding Source:

Fund 40

Addresses Emphasis Goal(s):

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

Recommended Action:

- Informational Denial/Rejection
 Discussion Ratification
 Approval Explanation: Click here to enter text.
 Adoption


Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/13/2024

C.O.R. #: 1

Job Name: Tierra Del Sol MS Security Fence

RFI #__ or PCO # _____

Description: Additional concrete next to the office

	EXTRA:	CREDIT:
1. Labor	<u>\$1,573.00</u>	<u>\$0.00</u>
2. Burden @ 33%	<u>\$519.09</u>	<u>\$0.00</u>
3. Labor Total:	<u>\$2,092.09</u>	<u>\$0.00</u>
4. Material w/ Tax:	<u>\$591.00</u>	<u>\$0.00</u>
5. Tool & Equipment:	<u> </u>	<u>\$0.00</u>
6. Subtotal	<u>\$2,683.09</u>	<u>\$0.00</u>
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	<u>\$402.46</u>	<u>\$0.00</u>
8. Subcontractor Cost:	<u> </u>	<u>\$0.00</u>
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	<u>\$0.00</u>	<u>\$0.00</u>
10 Subtotal:	<u>\$3,085.55</u>	<u>\$0.00</u>
11 Bond not to exceed 2% of item #10:	<u>\$61.71</u>	<u>\$0.00</u>
12 TOTAL:	<u>\$3,147.26</u>	<u> </u>
Total Change Order:	<u>\$3,147.26</u>	<u> </u>

APPROVED:  Date: 08/15/2024

 Date: 8/14/2024
Contractor

*OK to pay
9-18-24*

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/13/2024

C.O.R. #: 2

Job Name: Tierra Del Sol MS Security Fence

RFI #_ or PCO # _____

Description: Move sprinkler heads in lawn area

	EXTRA:	CREDIT:
1. Labor	<u>\$3,527.69</u>	<u>\$0.00</u>
2. Burden @ 33%	<u>\$1,164.14</u>	<u>\$0.00</u>
3. Labor Total:	<u>\$4,691.83</u>	<u>\$0.00</u>
4. Material w/ Tax:	<u>\$187.00</u>	<u>\$0.00</u>
5. Tool & Equipment:	<u> </u>	<u>\$0.00</u>
6. Subtotal	<u>\$4,878.83</u>	<u>\$0.00</u>
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	<u>\$731.82</u>	<u>\$0.00</u>
8. Subcontractor Cost:	<u> </u>	<u>\$0.00</u>
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	<u>\$0.00</u>	<u>\$0.00</u>
10 Subtotal:	<u>\$5,610.65</u>	<u>\$0.00</u>
11 Bond not to exceed 2% of item #10:	<u>\$112.21</u>	<u>\$0.00</u>
12 TOTAL:	<u>\$5,722.86</u>	<u> </u>
Total Change Order:	<u>\$5,722.86</u>	<u> </u>

APPROVED:  Date: 08/15/2024

 Date: 8/14/2024
Contractor

*OK to pay
9/18/24*

Project: Tierra Del Sol MS Security Fence		Description: Move sprinkler heads in lawn area					
Task	Labor	Labor Cost	Material	Material Cost	Equipment	Equipment Cost	Subcontract Cost
Move heads	Landscape/ Irrigation Laborer (\$69.43 X 24 Hours)	\$ 2,985.49	Pipe and fittings	\$ 187.00			
	Plumber (\$67.40 X 8 Hours)	\$ 539.20					
		\$ 3,524.69		\$ 187.00		\$ -	\$ -

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/13/2024

C.O.R. #: 3

Job Name: Tierra Del Sol MS Security Fence

RFI #__ or PCO # _____

Description: Wrap existing pipes in footing in foam

	EXTRA:	CREDIT:
1. Labor		\$0.00
2. Burden @ 33%	\$0.00	\$0.00
3. Labor Total:	\$0.00	\$0.00
4. Material w/ Tax:		\$0.00
5. Tool & Equipment:		\$0.00
6. Subtotal	\$0.00	\$0.00
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	\$0.00	\$0.00
8. Subcontractor Cost: San Diego Fencing	\$790.00	\$0.00
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	\$39.50	\$0.00
10 Subtotal:	\$829.50	\$0.00
11 Bond not to exceed 2% of item #10:	\$16.59	\$0.00
12 TOTAL:	\$846.09	
Total Change Order:	\$846.09	

APPROVED:  Date: 9/18/24

 Date: 8/13/2024

Contractor  8/15/2024

Project: Tierra Del Sol MS Security Fence		Description: wrap existing pipes in footing in foam					
Task	Labor	Labor Cost	Material	Material Cost	Equipment	Equipment Cost	Subcontract Cost
Foam Wrap							\$ 790.00
		\$ -		\$ -		\$ -	\$ 790.00

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 8/13/2024

C.O.R. #: 4

Job Name: Tierra Del Sol MS Security Fence

RFI #__ or PCO # _____

Description: Electrified Panic Bar

	EXTRA:	CREDIT:
1. Labor	\$146.42	\$0.00
2. Burden @ 33%	\$48.32	\$0.00
3. Labor Total:	\$194.74	\$0.00
4. Material w/ Tax:	\$2,997.00	\$0.00
5. Tool & Equipment:		\$0.00
6. Subtotal	\$3,191.74	\$0.00
7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.	\$478.76	\$0.00
8. Subcontractor Cost: San Diego Fencing		\$0.00
9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.	\$0.00	\$0.00
10 Subtotal:	\$3,670.50	\$0.00
11 Bond not to exceed 2% of item #10:	\$73.41	\$0.00
12 TOTAL:	\$3,743.91	
Total Change Order:	\$3,743.91	

APPROVED:  Date: 08/15/2024

Doug MacLachlan Date: 8/14/2024
Contractor

*OK to pay
8/22
9-18-24*

GT DOOR, INC.

10728 Prospect Ave Suite "G" Santee, CA 92071
 Phone: 619-448-DOOR (3667) / Fax: 619-448-3607 Lic # 889122
"Specializing in Commercial Doors, Frames, Hardware & Installation"

Sold To: _____ GEM INDUSTRIAL _____ **Ship To:** _____ LUSD TDS GATE _____
 _____ ATTN: ANNETTE _____

 _____ **REVISED #2** _____

Order Date		GT Door PO #	Sales Rep	Customer PO #	Ship Via	SR/Job #
8/13/2024			John		CPU	
Qty	u/m	Description			\$ Each	\$ Extended
1	EA	ELECTRIC POWER TRANSFER EPT-10			\$ 460.00	\$ 460.00
1	EA	ELECTRIFIED PANIC DEVICE 99 SERIES 48" STAINLESS			\$ 2,275.00	\$ 2,275.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -

There will be an additional 3% charge on all credit card transactions!
 A Discount of \$ _____ will be allowed if paid by _____ Net 30 days
 A service charge of 4 1/2% over prime may be charged on past due invoice!

Sub Total:	\$ 2,735.00
Tax:	\$ 211.96
Freight:	\$ 50.04
Installation:	
Total:	\$ 2,997.00

Received By: _____ Date: _____

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approve Change Orders to GEM Industrial for Central Kitchen Project

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

Approval is requested to the GEM Industrial for Central Kitchen, Change Order:

C/O #7	Install additional 50 ft of ½ inch copper water line due to POC not shown on plan correctly and install missing valves at hand sinks, per health inspector	\$1,515.25
--------	------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

Fiscal Impact (Cost):

\$1,515.25

Funding Source:

Fund 40

Addresses Emphasis Goal(s):

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

Recommended Action:

- Informational Denial/Rejection
 Discussion Ratification
 Approval Explanation: Click here to enter text.
 Adoption

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**GEM
Industrial Inc**

General Contractor Lice # 235465 B C10
16902 Rio Maria Rd, Lakeside, CA 92040
(858) 486-1758 (858) 668-0609 Fax

Change Order Request

From: Doug MacLachlan

Date: 4/11/2024

C.O.R. #: 7

Job Name: Central Kitchen

RFI # **or PCO #**

Description: Install additional 50 feet of 1/2 inch copper water line due to POC not shown on plan correctly and install missing valves at hand sinks, per health inspector.

EXTRA:

CREDIT:

1. Labor

\$0.00

2. Burden @ 33%

\$0.00

\$0.00

3. Labor Total:

\$0.00

\$0.00

4. Material w/ Tax:

\$0.00

5. Tool & Equipment:

\$0.00

6. Subtotal

\$0.00

\$0.00

7. General Contractor's overhead and Profit not to exceed 15% of item # 6 if contractor performed the work.

\$0.00

\$0.00

8. Subcontractor Cost: Scott Michael Inc.

\$1,414.80

\$0.00

9. If subcontractor preformed the work General Contractor's Overhead & Profit not exceed 5% of item 8.

\$70.74 ✓

\$0.00

10 Subtotal:

\$1,485.54

\$0.00

11 Bond not to exceed 2% of item #10:

\$29.71 ✓

\$0.00

12 **TOTAL:**

\$1,515.25

Total Change Order:

\$1,515.25 ✓

APPROVED:

[Signature] Date: 5-21-24

Douglas MacLachlan Date: 4/11/2024
Contractor

*OK to pay
9/24/24
[Signature]*

SM
SCOTT MICHAEL INC.
PLUMBING & ENGINEERING

CA License No. 668809 DIR No. 1000033231 ELBE 14SM1285 SBE 58274

CHANGE ORDER No. 1

Change order for:

GEM Industrial
16902 Rio Maria Road
Lakeside, CA 92040

Project:

LUSD Central Kitchen

Description of change:

Install 50 feet ½ inch L copper for water at double ovens, and install missing valves at hand sinks per health inspector.

Material

See attached Reece and Winston Water Cooler invoices

\$459.42 ✓

Labor

4 Hours Journeyman Plumber @ \$114.20 per

\$456.80 ✓

4 Hours 4th Year Apprentice @ \$78.51 per

\$314.04 ✓

15 percent overhead and profit on \$1,230.26 subtotal:

\$184.54 ✓

TOTAL:

\$1,414.80 ✓

Dated: March 12, 2024



WINSTON WATER COOLER OF SAN DIEGO
7717 OSTROW STREET
SAN DIEGO CA 92111-3601



* S 4 5 5 5 3 9 *

INVOICE

INVOICE DATE	INVOICE NUMBER
04/05/2024	S4555539.001
REMIT TO:	
Winston Water Cooler P.O. Box 734472 DALLAS TX 75373	

Phone: 858-333-6283 Fax:

BILL TO:

SCOTT MICHAEL INC
PO BOX 127
SAN MARCOS CA 92079

SHIP TO:

SCOTT MICHAEL- IT SUPPORT REMODEL
189 ROANOKE ROAD
EL CAJON CA 92020

CUSTOMER NUMBER		CUSTOMER PO NUMBER		JOB NAME/RELEASE NUMBER		SALESPERSON	
97445		IT				Jose De La Cruz	
WRITER		SHIP VIA		TERMS		SHIP DATE ORDER DATE	
Jose De La Cruz		WILL CALL NOW		NET 10TH PROX		04/05/2024 04/05/2024	
ORDER QTY	SHIP QTY	DESCRIPTION				UNIT PRICE	EXT PRICE
5ea	5ea	3326009 SLOAN MIX60A KIT MIXING VALVE				33.000/ea	165.00
5ea	5ea	64-6X BRASSCRAFT 3/8 COMP TEE LOW LEAD				7.140/ea	35.70
15ea	15ea	EF-FC-38C38C-12 EASYFLEX SS BRAIDED FAUCET CONNECTOR 3/8" COMP X 3/8" COMP 12"				2.848/ea	42.72
1ea	1ea	31433 RECTORSEAL 1 PT. BLUE + PIPE THREAD SEALANT				25.404/ea	25.40

We appreciate your business!

Invoice is due by 05/10/2024

Past Due invoices may be subject to 1.5% late charge.

20240405 10:43:07 AM	S4555539	Subtotal	268.82
		S&H Charges	0.00
		Tax	20.83
		Payments	0.00
		AMOUNT DUE	\$289.65

To Pay and View Online:	winstonwatercooler.billtrust.com
Use Enrollment Token:	BGB KQT BFD



BRANCH: 2015 SANTEE CA
 9489 MISSION PARK PLACE
 SANTEE, CA 92071-2807
 Phone 619-449-5800
 Fax 619-449-3741

SOLD TO:

SCOTT MICHAEL PLUMBING
 PO BOX 127
 SAN MARCOS, CA 92079-0127



Acknowledgement

ORDER DATE	ORDER NUMBER	PAGE NO.
03/19/2024	S117686853	
PLEASE REMIT TO REECE PLUMBING LAC PO BOX 740039 LOS ANGELES, CA 90074-0039 Phone 619-449-5800		1 of 1

SHIP TO:

SCOTT MICHAEL CENTRAL KITCHEN IMP
 12335 WOODSIDE AVE
 LAKESIDE, CA 92040

CUSTOMER NUMBER	CUSTOMER PO NUMBER	JOB NAME / RELEASE NUMBER	SALESPERSON	
951756	KITCHEN		House/Branch Sales 5002	
WRITER	SHIP VIA	TERMS	SHIP DATE	FREIGHT ALLOWED
Jason Jenks	COUNTER SALES		03/19/2024	No
ORDER QTY	PRODUCT ID	DESCRIPTION	UNIT PRICE	EXT PRICE
50ft	42583	*COPTUBE 1/2X10 L HARD COP TUBE PN: LHARDD10	2.731/ft	136.55
8ea	43159	*COPFTG 1/2 COP CPLG D/S SWT 5/8OD PN: CCD	0.440/ea	3.52
12ea	32049	*COPFTG 1/2 COP 90 ELB SWT 5/8OD PN: C9D	0.586/ea	7.03
1ea	32937	*COPFTG 1/2 COP TEE SWT 5/8OD PN: CTD	0.986/ea	0.99
8ea	934322	*ELITE 1/2 FELT LINED LOOP HGR PN: 3300-0050FL	1.126/ea	9.01
2ea	101997	*IPS 1/2 SUSPENSION CLMP (I312) PN: 82951	0.082/ea	0.16
2ea	409970	*IPS 1/2 2-HOLE CLMP (C612) PN: 83003	0.152/ea	0.30

*For TERMS and CONDITIONS of sale, please visit Reece Business Portal
 FOR ALL NON-STOCK ITEMS: ORDERS ARE NON-CANCELLABLE FROM 24 HOURS
 AFTER ORDER IS PLACED. NON-RETURNABLE UNLESS ACCEPTED BY VENDOR. 25%
 RESTOCKING FEE APPLIES. CUSTOM ITEMS ARE NOT ELIGIBLE FOR RETURN.*

Subtotal	157.56
S&H Charges	0.00
Tax	12.21
Pymt & Disc	0.00
Amount Due	169.77

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item: **Settlement Agreement**

Background (Describe purpose/rationale of the agenda item): This settlement agreement is being offered to cover attorney's fees (\$2,800) and Compensatory Education (\$6,000).

Fiscal Impact (Cost): \$8,800

Funding Source: Special Education

Addresses Emphasis Goal(s):

#1: Academic Achievement

#2: Social Emotional

Recommended Action:

Informational

Discussion

Approval

Adoption

Denial/Rejection

Ratification

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

Originating Department/School: Education Services

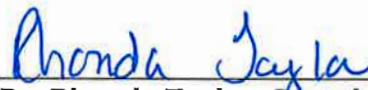
Submitted/Recommended By:

Danielle Clark



Principal/Department Head Signature

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approve of Climatec Final Completion

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

Approval is requested of Final Completion for the Installation Agreement Scope of Work that was set forth between the Lakeside Union School District and Climatec, Inc.

Fiscal Impact (Cost):

N/A

Funding Source:

General Fund

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

September 26, 2024

Lisa Davis, Assistant Superintendent
Business Services
Lakeside Union School District
12335 Woodside Avenue
Lakeside, California 92040

Reference: Notice of Final Completion for Solar

Lisa,

Please take notice of Final Completion as of the date stated above for the Installation Agreement Scope of Work that was set forth between the Lakeside Union School District and Climatec, LLC.

This correspondence confirms the Final Completion of the scope of work at the following locations:

SCOPE OF SERVICES LOCATIONS

Admin District Office
Lakeside Farms Elementary • Lakeside Middle
Lakeview Elementary • Lemon Crest Elementary
Riverview Elementary • Tierra Del Sol Elementary

Climatec, LLC. appreciates the opportunity to partner with the Lakeside Union School District through the implementation and execution of the Scope of Work as stated in the agreement, Project Number 90022032.

Please sign and date below to acknowledge completion of the Scope of Work at the locations listed above, and return to the Project Manager.

Sincerely,
Climatec, LLC.

Robert Freidin
Robert Freidin, P.E.
Senior Project Manager



Lisa Davis, Assistant Superintendent
Business Services
Lakeside Union School District

LISA DAVIS

Print Name

9/30/24

Date

September 26, 2024

Lisa Davis, Assistant Superintendent
Business Services
Lakeside Union School District
12335 Woodside Avenue
Lakeside, California 92040

Reference: Notice of Final Completion for Controls, Lighting, Mechanical,
Roofing and Transformers

Lisa,

Please take notice of Final Completion as of the date stated above for the Installation Agreement Scope of Work that was set forth between the Lakeside Union School District and Climatec, LLC.

This correspondence confirms the Final Completion of the scope of work at the following locations:

SCOPE OF SERVICES LOCATIONS

Admin District Office • Eucalyptus Hills Elementary
Lakeside Early Advantage Preschool & Transportation
Lakeside Farms Elementary • Lakeside Middle
Lakeview Elementary • Lemon Crest Elementary
Lindo Park Elementary
Riverview Elementary/ Lakeside Union Alternative Ed
Tierra Del Sol Elementary
Winter Gardens Elementary • Maintenance & Operations

Climatec, LLC. appreciates the opportunity to partner with the Lakeside Union School District through the implementation and execution of the Scope of Work as stated in the agreement, Project Number 90022032.

Please sign and date below to acknowledge completion of the Scope of Work at the locations listed above, and return to the Project Manager.

Sincerely,
Climatec, LLC.

Robert Freidin
Robert Freidin, P.E.
Senior Project Manager



Lisa Davis, Assistant Superintendent
Business Services
Lakeside Union School District



Print Name



Date

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approval of contracts for 2024-25 school year.

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

Approval of attached contracts for the 2024-25 school year with various vendors.

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Sandy Hook Promise Foundation (SHPF)	Tip Mgmt Platform, Webinars, Say Something	V2025-74	PUPIL SERVICES	7/1/2024	6/30/2027	
Cornerstone Educational Solutions	Extra Suport For School Psychologists	I2025-22	SPED	10/10/2024	6/30/2025	\$10,000.00
Global Captioning Solutios, Inc.	Transcriber Services	I2025-23	SPED	8/29/2024	6/30/2025	\$2,500.00
Specialized Education of California, Inc.	Nonpublic Master Contract	V2025-67	SPED	7/1/2024	6/30/2025	See Appendix A - Rates
JostensPIX	School Photography	I2025-24	LMS	9/1/2024	10/30/2024	
TIEE - Children's Workshop	Nonpublic Master Contract	V2025-68	SPED	7/1/2024	6/30/2025	See Appendix A - Rates
TIEE - Mission Valley Academy	Nonpublic Master Contract	V2025-69	SPED	7/1/2024	6/30/2025	See Appendix A - Rates
Helen Woodward Animal Center	Live animal productions	I2025-26	LP	9/1/2024	5/1/2025	\$0.00
Amergis Healthcare Staffing, Inc.	Addendum 1 to contract V2025-60 Increase Health & Nursing		SPED	9/16/2024	6/30/2025	Increase in hrly rate
Oak Grove Institute Foundatioins, Inc.	Nonpublic Master Contract	V2025-70	SPED	7/1/2024	6/30/2025	See Appendix A - Rates
Ambrosia Travel, LLC	LMS Middle School Show Choir Trip 2025	I2025-27	LMS	8/1/2024	4/5/2025	\$68,335.36
Soliant Health LLC	Nonpublic Master Contract	V2025-71	SPED	7/1/2024	6/30/2025	See Appendix B for rates
West Shield Adolescent Services	Transporting Student	I2025-28	SPED	9/13/2024	6/30/2025	\$97/HR Lead Agent & \$76 /Back-Up Agent
Empowerment Through Outreach & Urban Redevelopment (DETOUR)	F.A.N.C.Y Leadership Program Promoting Self Esteem, Self-Perception	V2025-72	PUPIL SERVICES	9/20/2024	4/28/2025	\$5,000 00
WestEd - CalSCHLS	CHKS Survey, CSSS Survey, CSPA Survey	V2025-73	SPED	9/1/2024	6/30/2024	See Fee Page
Knott's Berry Farm	Knott's Berry Farm	V2025-75	TDS	3/11/2025	3/11/2025	\$5,470.00
Gold Star Foods, Inc.	Addendum 1 to RFQ #2024-08F	V2025-76	CN	9/16/2024		
Grossmont College Theatre Arts Department	Fab Fables	L2025-002	DREAM	11/7/2024	11/7/2024	\$150.00
Jostens Memory Book	Yearbook Order	V2025-77	LMS	7/1/2024	6/30/2024	
ATKINSON, ANDELSON, LOYA, RUDD, & ROMO	Legal Services	V2025-78	BS	7/1/2024	6/30/2025	III See Terms And Conditions
Consulting & Inspection Services	Budget Increase	V2025-80	MAINT	6/18/2024	9/19/2024	\$6,325.00
Jennifer Perrault	Family Mileage Reimbursement	T2025-004	PUPIL SERVICES	7/19/2024	6/12/2025	\$0.67 per mile
Patrice Ruppel	Family Mileage Reimbursement	T2025-005	PUPIL SERVICES	7/19/2024	6/12/2025	\$0.67 per mile

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 2024

Agenda Item:

Out of county Field Trip – Band and Orchestra to perform at Knott’s Berry Farm, March 11, 2025

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

Click here to enter text.

Fiscal Impact (Cost):

Click here to enter text.

Funding Source:

Click here to enter text.

Recommended Action:

- Informational**
- Discussion**
- Approval**
- Adoption**
- Denial/Rejection**
- Ratification**
- Explanation:** Click here to enter text.

Originating Department/School: LMS / TDS

Submitted/Recommended By:

Approved for Submission to the Governing Board:

Principal/Department Head Signature

Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

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

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approval of the 2024-25 School Plans for Student Achievement (SPSA).

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

Approval is requested of the 2024-25 School Plans for Student Achievement (SPSA), which were presented to the board by each school site at a Special Board Meeting on September 16, 2024.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Recommended Action:

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

Originating Department/School: Education Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Dr. Natalie Winspear, Asst. Superintendent


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member 

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Approval of Comprehensive School Safety Plans

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

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

Fiscal Impact (Cost):

None.

Funding Source:

N/A

Recommended Action:

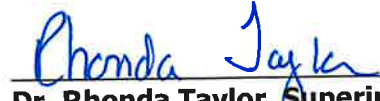
- | | |
|----------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked=""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

Originating Department/School: Educational / Student Support Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Rhonda Taylor, Superintendent






Reviewed by Cabinet Member _____

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Lakeside Union Alternative Education "DREAM Academy"
CDS Code: 37 68189 6107742
District: Lakeside Union Elementary School District
Address: 11838 Valle Vista Rd.
Lakeside, CA 92040
Date of Adoption: 9/19/2024
Date of Update:
Date of Review:
- with Staff 8/16/2024
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Brooke Dexheimer	Principal		
Orit McConnell	SSC Chairperson		
Kim Minden	Classified Rep/Secretary		
Victoria Jones	Teacher		
Theresa Gloss	Parent		


Name	Title	Signature	Date
Sarah Murray	Parent		

Table of Contents

Comprehensive School Safety Plan Purpose.....	5
Safety Plan Vision.....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	19
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	22
(E) Sexual Harassment Policies (EC 212.6 [b]).....	23
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	26
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	27
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	27
(J) Procedures to Prepare for Active Shooters.....	30
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	30
Safety Plan Review, Evaluation and Amendment Procedures.....	31
Safety Plan Appendices.....	32
Emergency Contact Numbers.....	33
Safety Plan Review, Evaluation and Amendment Procedures.....	34
Lakeside Union Alternative Education "DREAM Academy" Incident Command System.....	35
Incident Command Team Responsibilities.....	36
Emergency Response Guidelines.....	37
Step One: Identify the Type of Emergency.....	37
Step Two: Identify the Level of Emergency.....	37
Step Three: Determine the Immediate Response Action.....	37
Step Four: Communicate the Appropriate Response Action.....	37
Types of Emergencies & Specific Procedures.....	38
Armed Assault on Campus.....	38
Biological or Chemical Release.....	38
Bomb Threat/ Threat Of violence.....	44
Earthquake.....	45

Fire in Surrounding Area45

Fire on School Grounds46

Loss or Failure Of Utilities46

Psychological Trauma.....47

Tactical Responses to Criminal Incidents48

Emergency Evacuation Map.....50

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

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

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

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

The guideline/checklist has been organized into two parts:

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

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

Child Abuse reporting procedures

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

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

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

Dress Code

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

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

A. Definition of Child Abuse

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

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

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

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

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

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

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

AND

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

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

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

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

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

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

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

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

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

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

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

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

The partner is less than 14 years of age

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

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

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

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

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

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

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

D. Failure to Report Known or Suspected Child Abuse

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

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

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

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

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

Disaster Plan (See Appendix C-F)

Routine and Emergency Disaster Procedures: Drills

The Basic Plan

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

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

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

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

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

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

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

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

Authorities and References - State of California

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

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

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

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

California Emergency Plan

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

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

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

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

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

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

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

DUCK, or DROP down on the floor.

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

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

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

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

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

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

Practice evacuation using alternate routes to the assembly areas.

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

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

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

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

DUCK, or DROP down on the floor.

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

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

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

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

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

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

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

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

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

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

Evacuation areas will be established away from fire lanes.

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

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

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

C. Active Shooter/Lockdown Drills

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

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

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

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

Send a follow-up reminder memo to your staff.

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

Conduct the assessment.

Complete follow-up tasks.

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

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

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

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

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

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

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

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

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

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

Authorities and References - State of California

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

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

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

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

California Emergency Plan

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

A. Definition: Incidents, Emergencies, Disasters

Incident

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

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

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

Emergency

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

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

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

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

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

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

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. Levels of Response

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

Response Level 3 - Local Emergency

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

Response Level 2 - Local Disaster

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

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

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

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

Prevention/Mitigation Phase

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

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

Preparedness Phase

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

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

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

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

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

Each staff member needs

- A 72-hour supply kit for the home

- A Car Kit, including comfortable clothes/shoes and medications

- To develop a plan to reunite with their family

- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

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

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

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

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

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

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

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

B. Action: LEAVE BUILDING

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

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

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

C. Action: TAKE COVER

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

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

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

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

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

Rabid Animal on School Grounds

D. Action: DROP

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

Action: DROP consists of:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

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

G. ACTION: GO HOME

Action: GO HOME consists of:

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

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

H. ACTION: CONVERT SCHOOL

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

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

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

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

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

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

Committed or attempted to commit robbery or extortion.

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

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

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

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

Knowingly received stolen school property or private property.

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

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

While on school grounds.

While going to or coming from school.

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

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

Expulsion Policies under Education Code 48915:

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

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

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

Robbery or extortion.

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

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

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

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

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

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

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

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

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

Appropriate Use of Suspension Authority

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

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

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

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

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

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

On-Campus Suspension

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

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

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

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

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

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

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

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

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

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

Maintenance and Monitoring of Outcome Data

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

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

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

D. Staff Notification of Dangerous Students

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

The district is working with a program that notifies teachers of students in their class who have been suspended in the last three years.

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

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

B. Sexual Harassment Policy

A. DEFINITION

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

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

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

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

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

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

Board Policy 4119.91

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

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

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

(cf. 4030 - Nondiscrimination in Employment)

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

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

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

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

Sexual Harassment Reports and Complaints

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

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

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

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

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

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

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

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

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

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

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

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

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

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

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

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

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

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

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

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

(cf. 4030 - Nondiscrimination in Employment)

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

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

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

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

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

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

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

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

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

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

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

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

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

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

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

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. (cf. 4119.22 Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students who violate these standards shall be subject to appropriate disciplinary action. (cf. 5144- Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code prohibiting students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. 0450- Comprehensive Safety Plan)(cf. 5136- Gangs)

Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.(cf. 0420- School Plans/Site Councils)

DRESS POLICY

1. DREAM Academy is a place of learning, and our students' dress and appearance should reflect this image.

2. Clothes should be neat, clean, and appropriate to the school learning environment.

3. Clothes and Personal Belongings with inappropriate pictures or language or with beer, alcohol, drug, or tobacco slogans are prohibited. Clothing or personal belongings with symbols or language that is offensive or derogatory to ethnicities or groups are not appropriate for school. Students who dress inappropriately will be asked to change clothes.

4. Spaghetti-strap type tops, "belly" shirts, halter tops, "sagger" shorts/pants, and short shorts are inappropriate for school. Sleeveless tanks and shirts must be at least 1 ½ inches wide at the shoulder.

5. Appropriate shoes must be worn at all times. Students must wear socks and closed-toed, full-heel shoes suitable for P.E. activities. Flip-flops, slippers, sandals, "heelies", high heels, or platform-style shoes are NOT ALLOWED. If your child cannot tie his/her shoes, please use Velcro style closer or slip on tennis shoes.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

(cf. 3260- Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control . (Education Code 49066)

(cf. 5121- Grades /Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations when students are engaged in extracurricular or other special school activities. Gang-Related Apparel At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause the school population to move or relocate.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location for your students and staff.

The outdoor location will be the lower playground or the upper parking lot. These are to be determined by the type and location of the emergency. In the case of a building fire, we will evacuate to the upper parking lot.

Before an event:

Identify off-campus evacuation site(s). Establish a memorandum of agreement with the evacuation site(s).

Due to our campus's location, no commercial property is available for evacuation by foot. All students would need transportation out of the area. We have made arrangements with a neighbor for students to assemble there in case of a need to evacuate the school campus.

Provide the addresses of at least two off-campus locations that have agreed to your school population. Primary Off-Site Evacuation/Assembly Location

Organization: Shelly Frizzell

Address: 11734 Valle Vista Rd Lakeside, CA 92040

Contact Shelly

Phone Number: (619) 861-4957

Organization: Lakeside National Little League

Address: 10030 Marathon Pkwy, Lakeside, CA 92040

Contact

Phone Number: (619) 596-6926

In the event of an airborne chemical or biological release, it is safest for s at the school site. Follow the "Shelter-in-Place" procedures.

Staff Training

All staff have been trained on the evacuation locations.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeside Union Alternative Education "DREAM Academy" Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

DREAM Academy will review Safety Plans and Procedures with all staff in August/September 2024, Jan 2025, Mar 2025. Staff will participate in run/hide/fight training in Jan 2023 and every other year thereafter.

The faculty meets regularly on Wednesdays to review student behavior as it affects learning in the classroom and the resources we have for students who need extra interventions to be successful.

Our staff is trained to record minor incidents and to follow up with major incidents immediately.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

Board Policies: BP5144 Discipline: The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Site-level rules shall be consistent with state law Board policies, and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School Administrators

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians (cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6164.2 - Guidance/Counseling Services)
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians (cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan (cf. 6159 - Individualized Education Program) (cf. 6164.6 - Identification and Education under Section 504)
 5. Enrollment in a program for teaching prosocial behavior or anger management
 6. Participation in a restorative justice program
 7. A positive behavior support approach with tiered interventions that occur during the school day on campus
 8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
 9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
 10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups (cf. 5148.2 - Before/After School Programs)
 11. Recess restriction as provided in the section below entitled "Recess Restriction"
 12. Detention after school hours as provided in the section below entitled "Detention After School"
 13. Community service as provided in the section below entitled "Community Service"
 14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities (cf. 6145 - Extracurricular/Cocurricular Activities)
 15. Reassignment to an alternative educational environment (cf. 6158 - Independent Study) (cf. 6181 - Alternative Schools/Programs of Choice) (cf. 6184 - Continuation Education) (cf. 6185 - Community Day School)
 16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable.

(5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian. Students shall remain under the supervision of a certificated employee during the period of detention. Students may be offered the choice of serving their detention on Saturday rather than after school. (cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing , about the availability of district rules related to discipline. (Education Code 35291, 48980) (cf. 5145.6 - Parental Notifications)
The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT approved: September 17, 2012 Lakeside, California revised: June 27, 2019

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

Have Low-level Referrals and Office Referrals

Conduct Code Procedures

(J) Procedures to Prepare for Active Shooters

Run/hide/fight training for staff in Jan 2023. This training is done every other year.

Procedures for Preventing Acts of Bullying and Cyber-bullying

At DREAM Academy, we have cultivated a strong sense of community and kindness within our campus environment. We prioritize the development of meaningful relationships, not only within the classroom but also throughout the entire school community.

To foster this sense of community, our students engage in various community-building activities where they are paired with buddies. These activities are designed to be enjoyable while promoting collaboration, patience, and kindness as students work together to accomplish shared tasks.

Furthermore, our dedicated teachers incorporate Social and Emotional Learning (SEL) lessons into the curriculum, addressing topics such as bullying prevention, how to treat others with kindness, and the importance of empathy.

For middle school students, we offer access to the P3 app, which allows them to report instances of bullying, ensuring that any concerns are promptly addressed. We encourage all our students to become up-standers rather than bystanders and to reach out to a trusted adult if they believe bullying is taking place.

In addition to these initiatives, our 4/5 teacher has undergone training in the Hope Squad program and will establish a student Hope Squad on campus. We are also actively working towards the implementation of a peace patrol or a similar student support group.

Our students engage in a Social-Emotional Learning (SEL) Project-Based Learning (PBL) unit focused on identity, community, and their roles within the DREAM community. This unit emphasizes kindness, acceptance, and nurtures a strong sense of belonging.

Recognizing the importance of digital citizenship, all our students participate in Digital Citizenship lessons. These lessons cover topics such as cyberbullying, how to identify it, and what steps to take if they encounter it online.

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is developed through consultation with community safety personnel to craft a comprehensive strategy aimed at ensuring the security of DREAM Academy. Subsequently, this plan undergoes a thorough review by the School Site Council (SSC) and is communicated to the staff. Should any modifications be deemed necessary, the SSC will examine and grant approval for the required adjustments.

Safety Plan Appendices

Emergency Contact Numbers

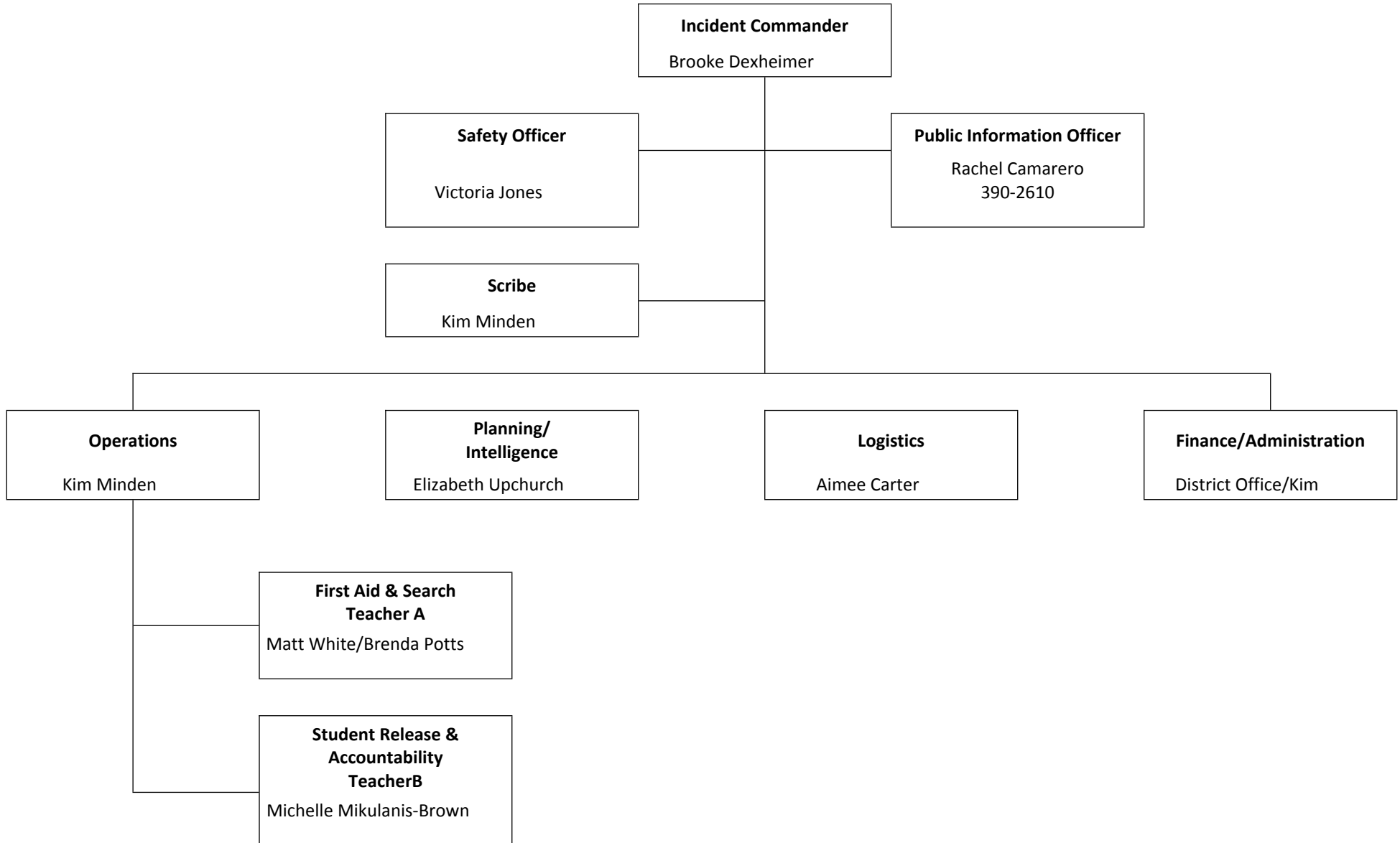
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		619-938-1360	
School District		619-390-2600	
Emergency Services		911	
Law Enforcement/Fire/Paramedic	Lakeside Fire	619-390-2350	
Law Enforcement/Fire/Paramedic	San Diego Sherriff Dispatch	858-565-5200	
Law Enforcement/Fire/Paramedic	Ca Highway Patrol	800-835-5247	
Law Enforcement/Fire/Paramedic	CAL Fire	619-590-3100	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Reviewed by SSC	9/19/24	
Safety Plan approved by SSC	9/19/24	
Safety Plan shared with staff	08/28/2024 10/02/2024	
Meet with Community safety officer		

Lakeside Union Alternative Education "DREAM Academy" Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Incident Commander: Brooke Dexheimer

Planning & Intelligence: Elizabeth Upchurch

Operations: Kim Minden

Logistics: Aimee Carter

Finance & Administration: District Office/Kim

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

38 of 50

9/30/24

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

Always call for assistance and:

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

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

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

VEHICLE FUEL SPILL

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

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

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

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

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

Fire on School Grounds

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

Fire Within A School Building:

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

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

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

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

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

Secure room.

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

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

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

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Lakeside Union School District Health Procedure Training – Opioid Antagonist Naloxone Documentation at DREAM Academy

I, _____ have read, been trained, and understand the following
(Print Full Name)

procedures for individuals with identified opioid overdose:

- Understanding and identifying of signs of overdose
- Administration of Intra-Nasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

____ I understand I need to maintain my skills and will be observed on an ongoing basis by the Credentialed School Nurse

____ I have had the opportunity to ask questions and have received satisfactory answers to my questions.

____ I possess a current CPR card, expiration date is: _____

(Signature)

(Date)

Effective January 2024, CA Ed Code [49414.3](#) Comprehensive School Safety Plans for school sites that serve grades 7-12 must include a plan for a response to an opioid overdose.

{SCHOOLNAME} PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

{SchoolName} primary goal in the fight against opioids and fentanyl use is prevention.

{SchoolName} will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

{SchoolName} will follow CA Ed Code [49414.3](#); [49414.8](#); LUSD's Administering Medication and Monitoring Health Conditions BP [5141.12](#); AR [5141.21](#)

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

{SchoolName} uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SAMPLE NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

1 RECOGNIZE

Observe for signs of overdose

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2 RESPOND

Immediately call for help:

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
- Breathe again
- Give one breath every 5 seconds

3 REVERSE

Administer Intra-Nasal Narcan

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols

4 REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow-up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride, or other opioid antagonist LUSD BP 5141.21, AR 5141.21.

This training will be provided at no cost to the employee, conducted during regular work hours, and be provided by a school nurse or other qualified person designated by an authorized physician and surgeon. Written materials provided during the training shall be retained at the school office for reference CA Ed Code 49414.3 and CA Ed Code 49414.8.

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health Website CA Ed Code 49414.8

Employees and volunteers that render emergency treatment at the scene of an opioid overdose, or suspected opioid overdose, by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct Health and Safety Code 1799.113.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Lakeside Union School District has elected to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose (Administering Medication and Monitoring Health Conditions LUSD BP 5141.12; AR 5141.21 in accordance with CA Ed Code 49414.3; 49414.8.

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride or other opioid antagonist as per LUSD BP 5141.21, AR 5141.21.

Naloxone Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)

SAMPLE INDIVIDUAL DOCUMENTATION

Lakeside Union School District Health Procedure Training – Opioid Antagonist Naloxone Documentation at {SchoolName}

I, _____ have read, been trained and understand the following
(Print Full Name)
procedures for individual with identified opioid overdose:

- Understanding and identifying of signs of overdose
- Administration of Intra-Nasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

_____ I understand I need to maintain my skills and will be observed on an ongoing basis by the Credentialed School Nurse

_____ I have had the opportunity to ask questions and have received satisfactory answers to my questions.

_____ I possess a current CPR card, expiration date is: _____

Effective January 2024, CA Ed Code 49414.3 Comprehensive School Safety Plans for school sites that serve grades 7-12 must include a plan for a response to an opioid overdose.

DREAM Academy PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

DREAM Academy primary goal in the fight against opioids and fentanyl use is prevention.

DREAM Academy will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

DREAM Academy will follow CA Ed Code 49414.3; 49414.8; LUSD's Administering Medication and Monitoring Health Conditions BP 5141.12; AR 5141.21

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

DREAM Academy uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SAMPLE NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

RECOGNIZE

Observe for signs of overdose

1

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

RESPOND

Immediately call for help:

2

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
 - Breathe again
 - Give one breath every 5 seconds

REVERSE

Administer Intra-Nasal Narcan

3

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics on victim (using gloves) and follow process in accordance with school district protocols

REFER

4

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow-up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride, or other opioid antagonist LUSD BP 5141.21, AR 5141.21.

This training will be provided at no cost to the employee, conducted during regular work hours, and be provided by a school nurse or other qualified person designated by an authorized physician and surgeon. Written materials provided during the training shall be retained at the school office for reference CA Ed Code 49414.3 and CA Ed Code 49414.8.

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health Website CA Ed Code 49414.8

Employees and volunteers that render emergency treatment at the scene of an opioid overdose, or suspected opioid overdose, by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct Health and Safety Code 1799.113.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Lakeside Union School District has elected to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose (Administering Medication and Monitoring Health Conditions LUSD BP 5141.12; AR 5141.21 in accordance with CA Ed Code 49414.3; 49414.8.

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride or other opioid antagonist as per LUSD BP 5141.21, AR 5141.21.

Naloxone Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)

SAMPLE INDIVIDUAL DOCUMENTATION

Lakeside Union School District Health Procedure Training – Opioid Antagonist Naloxone Documentation at {SchoolName}

I, _____ have read, been trained and understand the following
(Print Full Name)
procedures for individual with identified opioid overdose:

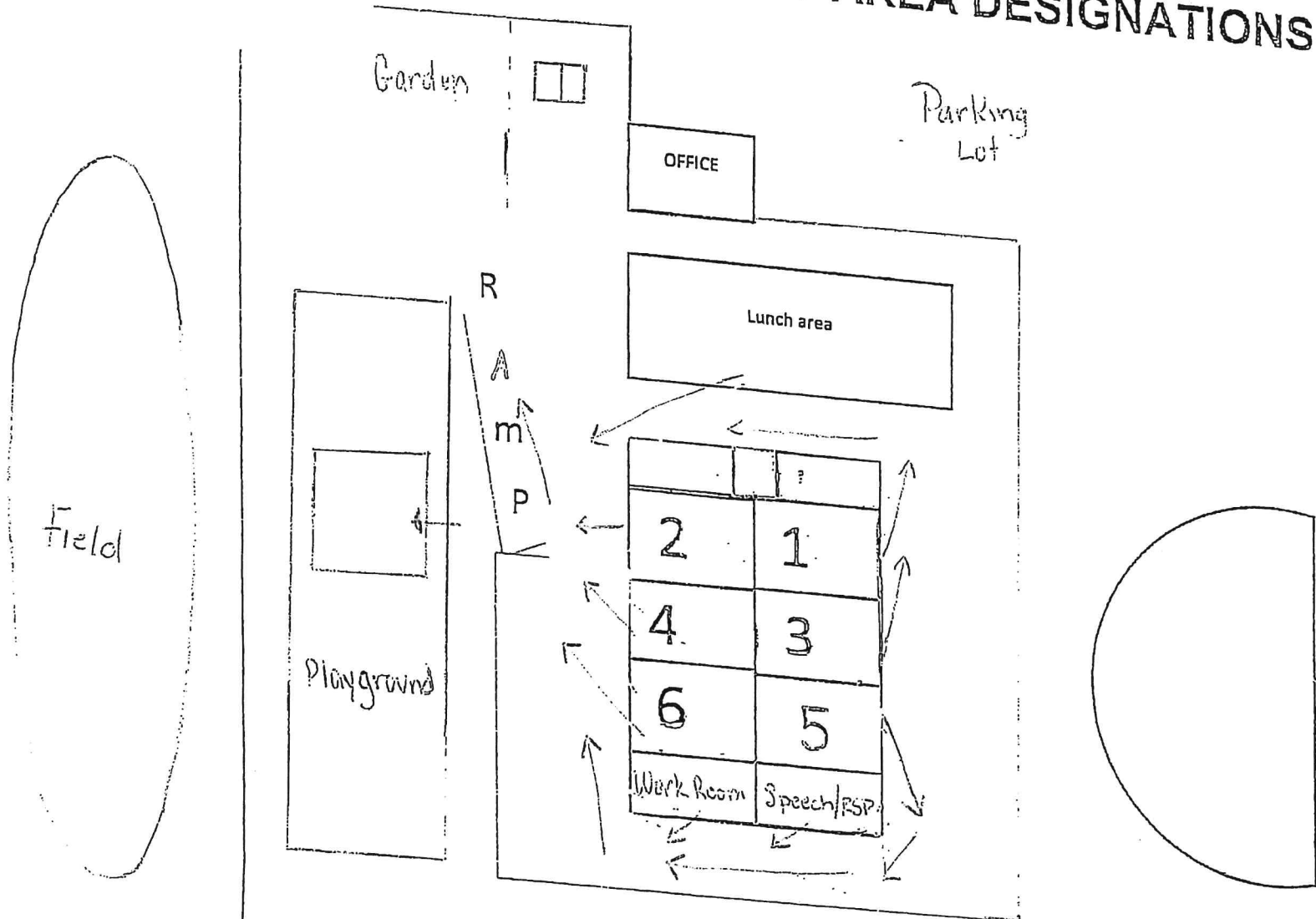
- Understanding and identifying of signs of overdose
- Administration of Intra-Nasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

_____ I understand I need to maintain my skills and will be observed on an ongoing basis by the Credentialed School Nurse

_____ I have had the opportunity to ask questions and have received satisfactory answers to my questions.

_____ I possess a current CPR card, expiration date is: _____

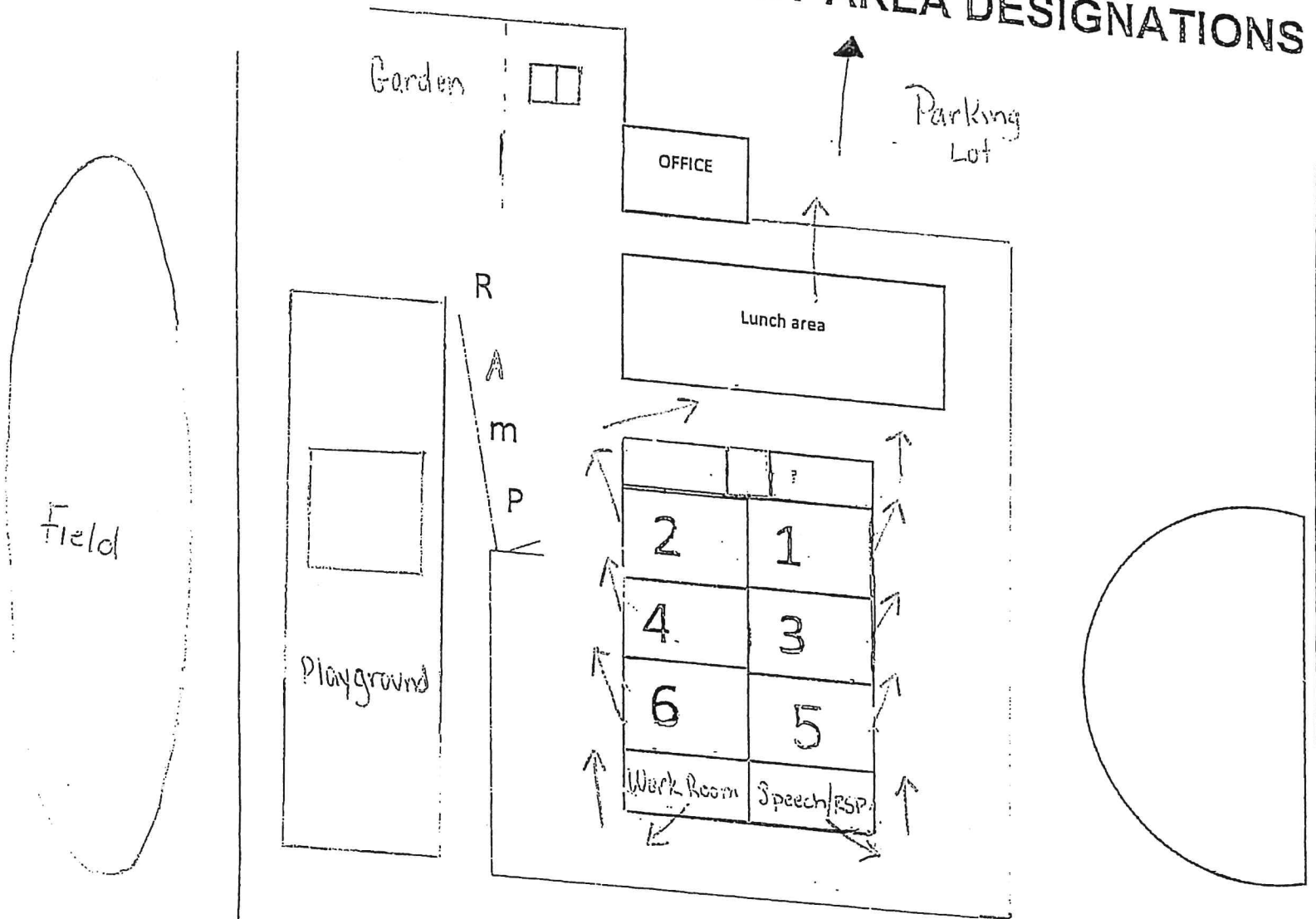
EVACUATION ASSEMBLY AREA DESIGNATIONS



Evacuation Route 1.

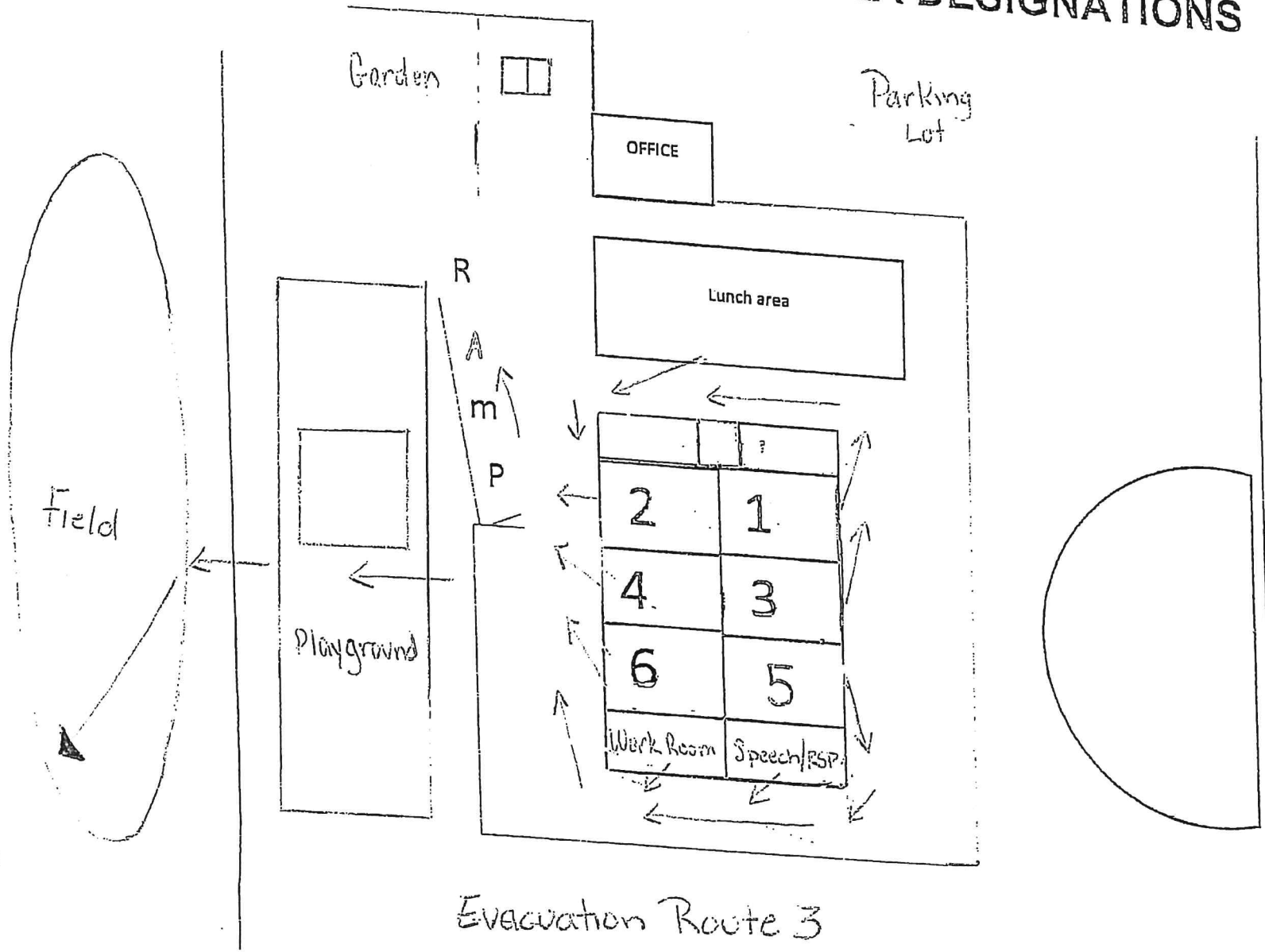
to lower playground

EVACUATION ASSEMBLY AREA DESIGNATIONS



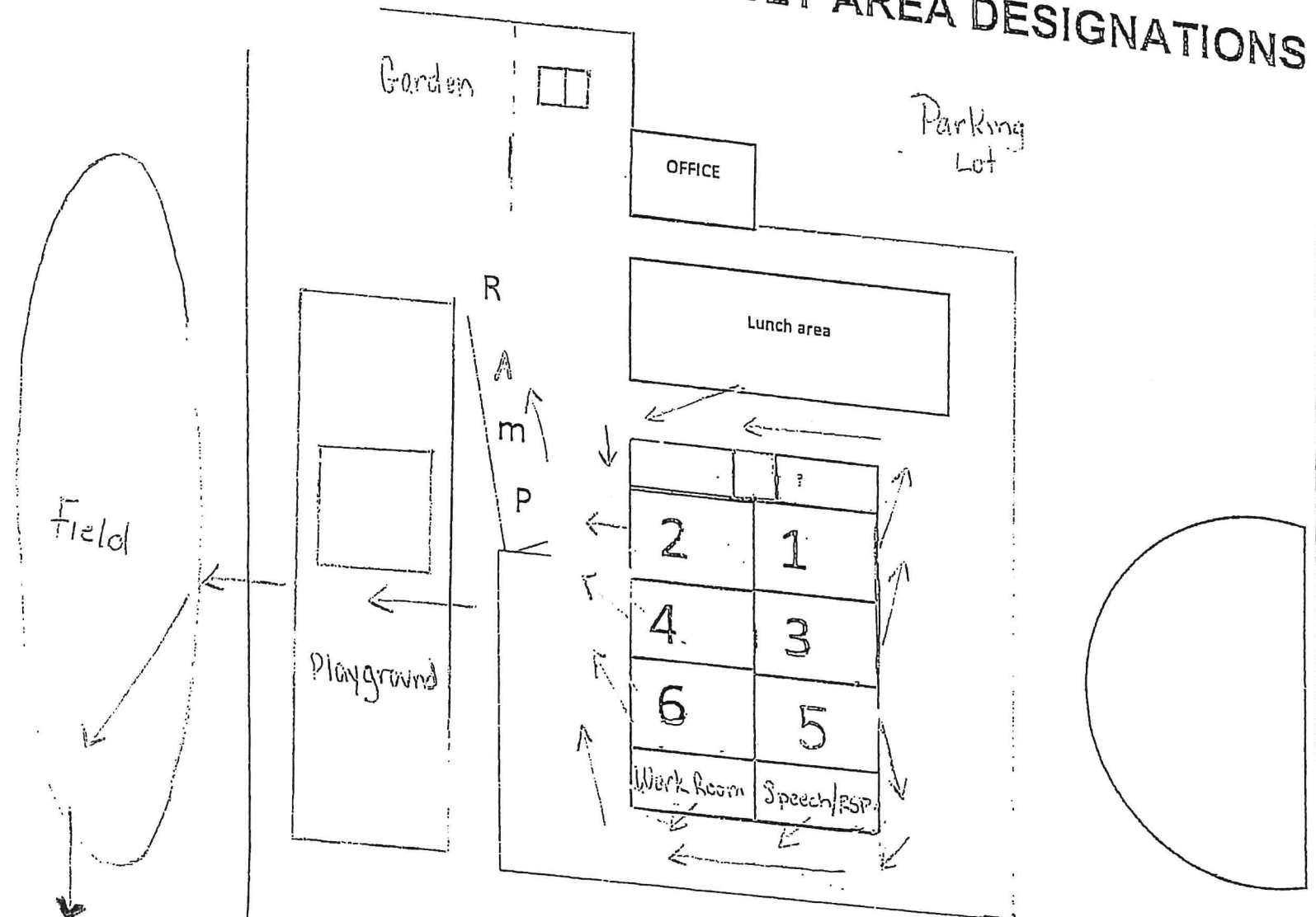
Evacuation Route 2
to Parking Lot

EVACUATION ASSEMBLY AREA DESIGNATIONS



Evacuation Route 3
to Field

EVACUATION ASSEMBLY AREA DESIGNATIONS



Evacuation of Campus

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Lakeside Farms Elementary School
CDS Code: 37681896038343
District: Lakeside Union Elementary School District
Address: 11915 Lakeside Ave
Lakeside, CA 92040-0578
Date of Adoption: 9/30/24
Date of Update: 9/30/24
Date of Review:
- with Staff 10/2/24
- with Law Enforcement
- with Fire Authority

Approved by:


Name	Title	Signature	Date
Jim Rosa	Principal		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	21
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	25
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	26
(J) Procedures to Prepare for Active Shooters.....	27
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	27
Safety Plan Review, Evaluation and Amendment Procedures.....	28
Safety Plan Appendices.....	29
Emergency Contact Numbers.....	30
Safety Plan Review, Evaluation and Amendment Procedures.....	31
Lakeside Farms Elementary School Incident Command System.....	32
Incident Command Team Responsibilities.....	33
Emergency Response Guidelines.....	34
Step One: Identify the Type of Emergency.....	34
Step Two: Identify the Level of Emergency.....	34
Step Three: Determine the Immediate Response Action.....	34
Step Four: Communicate the Appropriate Response Action.....	34
Types of Emergencies & Specific Procedures.....	35
Armed Assault on Campus.....	35
Biological or Chemical Release.....	35
Bomb Threat/ Threat Of violence.....	41
Earthquake.....	42

Fire in Surrounding Area42

Fire on School Grounds43

Loss or Failure Of Utilities43

Psychological Trauma.....44

Tactical Responses to Criminal Incidents45

Emergency Evacuation Map.....47

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

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

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

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

The guideline/checklist has been organized into two parts:

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

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

Child Abuse reporting procedures

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

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

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

Dress Code

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

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

A. Definition of Child Abuse

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

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

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

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

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

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

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

AND

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

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

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

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

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

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

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

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

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

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

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

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

The partner is less than 14 years of age

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

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

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

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

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

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

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

D. Failure to Report Known or Suspected Child Abuse

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

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

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

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

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

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

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

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

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

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

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

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

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

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

Authorities and References - State of California

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

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

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

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

California Emergency Plan

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

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

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

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

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

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

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

DUCK, or DROP down on the floor.

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

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

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

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

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

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

Practice evacuation using alternate routes to the assembly areas.

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

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

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

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

DUCK, or DROP down on the floor.

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

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

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

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

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

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

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

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

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

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

Evacuation areas will be established away from fire lanes.

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

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

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

C. Active Shooter/Lockdown Drills

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

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

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

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

Send a follow-up reminder memo to your staff.

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

Conduct the assessment.

Complete follow-up tasks.

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

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

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

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

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

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

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

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

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

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

Authorities and References - State of California

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

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

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

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

California Emergency Plan

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

A. Definition: Incidents, Emergencies, Disasters

Incident

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

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

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

Emergency

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

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

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

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

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

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

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

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

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

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

C. Levels of Response

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

Response Level 3 - Local Emergency

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

Response Level 2 - Local Disaster

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

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

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

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

Prevention/Mitigation Phase

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

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

Preparedness Phase

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

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

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

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

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

Each staff member needs

A 72-hour supply kit for the home

A Car Kit, including comfortable clothes/shoes and medications

To develop a plan to reunite with their family

A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

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

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

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

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

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

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

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

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

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

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

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

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

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

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

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

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

B. Action: LEAVE BUILDING

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

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

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

C. Action: TAKE COVER

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

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

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

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

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

Rabid Animal on School Grounds

D. Action: DROP

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

Action: DROP consists of:

Inside school buildings

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

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

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

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

G. ACTION: GO HOME

Action: GO HOME consists of:

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

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

H. ACTION: CONVERT SCHOOL

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

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

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

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

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

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

Committed or attempted to commit robbery or extortion.

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

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

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

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

Knowingly received stolen school property or private property.

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

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

While on school grounds.

While going to or coming from school.

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

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

Expulsion Policies under Education Code 48915:

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

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

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

Robbery or extortion.

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

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

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

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

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

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

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

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

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

Appropriate Use of Suspension Authority

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

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

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

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

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

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

On-Campus Suspension

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

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

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

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

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

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

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

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

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

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

Maintenance and Monitoring of Outcome Data

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

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

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

D. Staff Notification of Dangerous Students

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

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

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

B. Sexual Harassment Policy

A. DEFINITION

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

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

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

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

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

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

Board Policy 4119.91

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

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

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

(cf. 4030 - Nondiscrimination in Employment)

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

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

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

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

Sexual Harassment Reports and Complaints

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

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

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

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

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

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

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

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

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

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

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

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

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

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

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

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

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

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

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

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

(cf. 4030 - Nondiscrimination in Employment)

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

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

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

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

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

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

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

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

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

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

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

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

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

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

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

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Lakeside Farms adheres to Lakeside Union School Districts Board Policy 5132: Dress And Grooming. The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

Lakeside Farms follows the Board Policy and school district guidelines.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

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

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Willowbrook Golf Course

Address: Lakeside, Ca 92040

Contact:

Phone Number: (619) 561-1061

Date of Agreement: September 2023

Organization: Lakeside Fire Station

Address: 12216 Lakeside Ave. Lakeside, CA 92040

Contact:

Phone Number: (619) 390-2350

Date of Agreement: September 2023

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeside Farms Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.
D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.
(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

(J) Procedures to Prepare for Active Shooters

SDCOE Training

Procedures for Preventing Acts of Bullying and Cyber-bullying

Expectations Assemblies

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

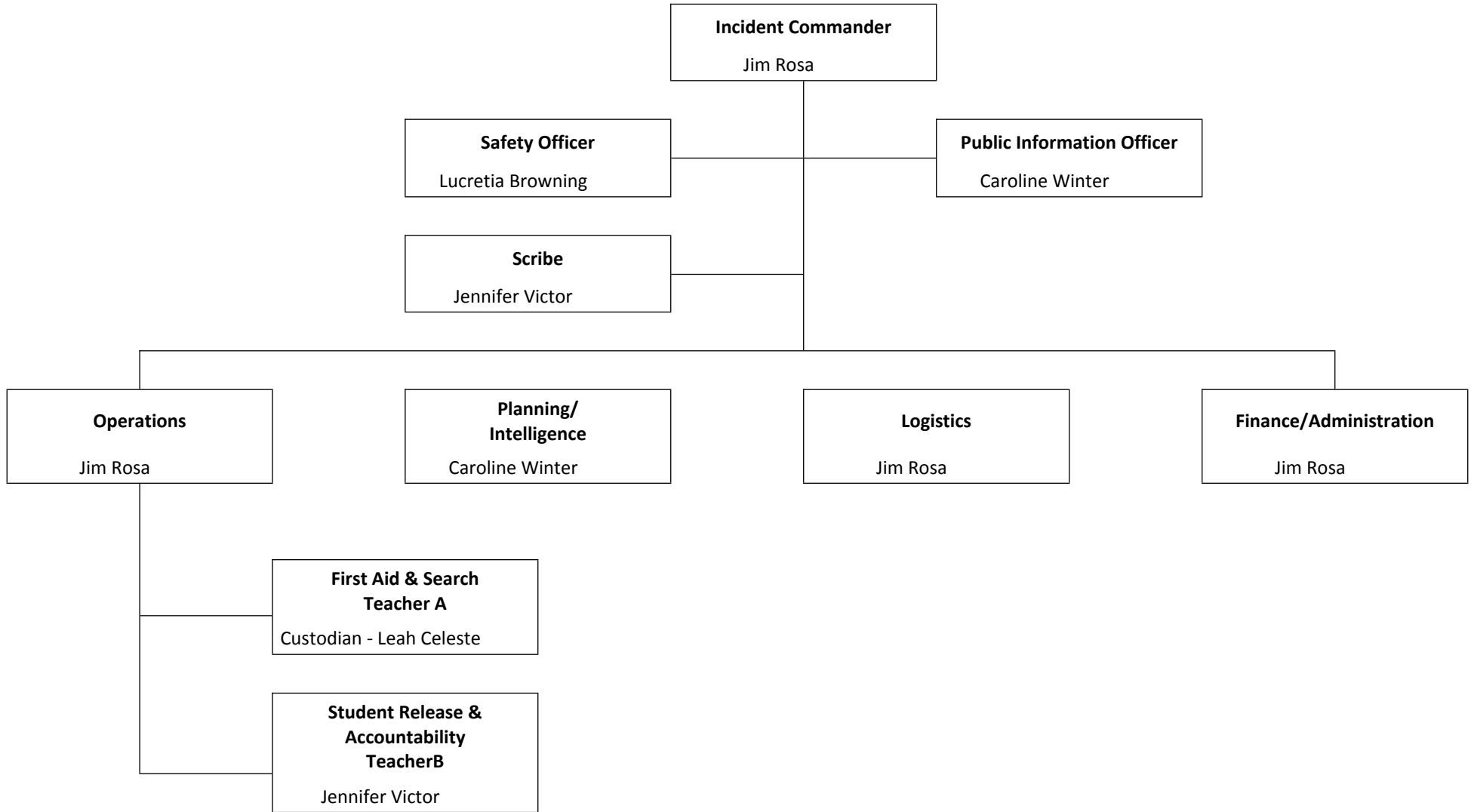
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff Meeting	10/2/24	
SSC	9/18/24	
Sheriff Safety Visit	9/20/23	

Lakeside Farms Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

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

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

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

35 of 47

9/30/24

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

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

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

Always call for assistance and:

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

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

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

VEHICLE FUEL SPILL

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

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

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

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

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

Botulism

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

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

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

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

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

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

Smallpox

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

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

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

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

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

The most important information is:

When will the bomb explode and where is the bomb located?

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

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

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

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

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

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

Fire on School Grounds

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

Fire Within A School Building:

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

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

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

There are several stages of alerts that are being broadcast over the radio:

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

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

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

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

Psychological Trauma

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

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

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

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

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

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

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

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

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

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

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

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

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

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

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

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

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

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

Secure room.

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

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

Secure medical treatment for injured students.

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

Stay with and calm students.

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

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

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

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Comprehensive School Safety Plan

2024-2025 School Year

School: Lakeview Elementary School
CDS Code: 37681896038368
District: Lakeside Union Elementary School District
Address: 9205 Lakeview Rd.
Lakeside, CA 92040
Date of Adoption: 9/23/2024
Date of Update: 9/23/2024
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Tiger Rowan	Principal		
Bianca Stanley	SSC President		
Cindy Hilliker	LTA Rep		
Jackie Siragusa	CSEA Rep		
Megan Abrams	Parent Rep		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	21
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	26
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	28
(J) Procedures to Prepare for Active Shooters.....	29
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	30
Safety Plan Review, Evaluation and Amendment Procedures.....	31
Safety Plan Appendices.....	32
Emergency Contact Numbers.....	33
Safety Plan Review, Evaluation and Amendment Procedures.....	34
Lakeview Elementary School Incident Command System.....	35
Incident Command Team Responsibilities.....	36
Emergency Response Guidelines.....	37
Step One: Identify the Type of Emergency.....	37
Step Two: Identify the Level of Emergency.....	37
Step Three: Determine the Immediate Response Action.....	37
Step Four: Communicate the Appropriate Response Action.....	37
Types of Emergencies & Specific Procedures.....	38
Armed Assault on Campus.....	38
Biological or Chemical Release.....	38
Bomb Threat/ Threat Of violence.....	44
Earthquake.....	45

Fire in Surrounding Area45

Fire on School Grounds46

Loss or Failure Of Utilities46

Psychological Trauma.....47

Tactical Responses to Criminal Incidents48

Emergency Evacuation Map.....50

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

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

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

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

The guideline/checklist has been organized into two parts:

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

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

Child Abuse reporting procedures

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

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

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

Dress Code

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

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

A. Definition of Child Abuse

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

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

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

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

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

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

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

AND

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

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

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

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

C. Sexual Activity

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

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

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

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

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

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

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

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

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

The partner is less than 14 years of age

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

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

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

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

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

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

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

D. Failure to Report Known or Suspected Child Abuse

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

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

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

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

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

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

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

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

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

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

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

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

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

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

Authorities and References - State of California

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

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

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

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

California Emergency Plan

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

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

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

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

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

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

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

DUCK, or DROP down on the floor.

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

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

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

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

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

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

Practice evacuation using alternate routes to the assembly areas.

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

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

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

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

DUCK, or DROP down on the floor.

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

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

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

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

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

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

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

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

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

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

Evacuation areas will be established away from fire lanes.

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

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

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

C. Active Shooter/Lockdown Drills

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

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

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

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

Send a follow-up reminder memo to your staff.

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

Conduct the assessment.

Complete follow-up tasks.

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

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

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

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

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

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

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

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

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

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

Authorities and References - State of California

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

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

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

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

California Emergency Plan

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

A. Definition: Incidents, Emergencies, Disasters

Incident

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

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

C. Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Lakeside Union School District to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

A 72-hour supply kit for the home

A Car Kit, including comfortable clothes/shoes and medications

To develop a plan to reunite with their family

A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

When a local emergency has been proclaimed, When a state of emergency has been proclaimed, or When a federal disaster declaration has been made.

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Until regular dismissal time and released only then if it is considered safe,
OR

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
 - Peacetime Bomb Threat
 - Chemical Accident
 - Explosion or Threat of an Explosion
 - Following an Earthquake
 - Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions Outside of School Buildings
- Earthquake: move away from buildings -Take a protective position, if possible Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. (cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Lakeview Elementary School Comprehensive Safety Plan 82

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted. The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased. The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Lakeview Elementary School Comprehensive Safety Plan 83

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Grass Field on the Upper Playground

Off-Campus Evacuation/Assembly Location

Organization: Tierra Del Sol Middle School
Address: 9611 Petite Ln, Lakeside, CA 92040
Contact: Leslie Hardiman, Principal
Phone Number: (619) 390-2670
Date of Agreement: 10/3/2021

Organization: Our Lady of Perpetual Help Catholic Church
Address: 13208 Lakeshore Dr, Lakeside, CA 92040
Contact: Father Ron Buchmiller
Phone Number: (619) 443-1412
Date of Agreement: 10/3/2021

Prior to an event:

Identify off-campus evacuation site(s).
Establish a memorandum of agreement with the evacuation site(s).

Organization: Tierra Del Sol Middle School
Address: 9611 Petite Ln, Lakeside, CA 92040
Contact: Leslie Hardiman, Principal
Phone Number: (619) 390-2670
Date of Agreement: 10/3/2021

Organization: Our Lady of Perpetual Help Catholic Church
Address: 13208 Lakeshore Dr, Lakeside, CA 92040
Contact: Father Ron Buchmiller
Phone Number: (619) 443-1412 Date of Agreement: 10/3/2021

Primary Off-Site Evacuation/Assembly Location

Organization: Tierra Del Sol Middle School
Address: 9611 Petite Ln, Lakeside, CA 92040
Contact: Leslie Hardiman, Principal
Phone Number: (619) 390-2670
Date of Agreement: 10/3/2021

Organization: Our Lady of Perpetual Help Catholic Church
Address: 13208 Lakeshore Dr, Lakeside, CA 92040
Contact: Father Ron Buchmiller
Phone Number: (619) 443-1412
Date of Agreement: 10/3/2021

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeview Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023.

Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

- August return: PBIS review (including morning meeting); the "First 20 Days". September: staff meeting review of majors and minors.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures:

- Conflict Resolution, think sheets, alternative settings, time outs, loss of privileges, suspensions (last resort) sticker charts/positive rewards, self-&-match, CICO, counseling.

(J) Procedures to Prepare for Active Shooters

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.

If and when possible, call Administration and/or 9-1-1.

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom. Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation Follow directions of law enforcement when they arrive

Procedures for Preventing Acts of Bullying and Cyber-bullying

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/students with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Lakeview has daily morning meetings. Part of our PBIS plan's "First 20 Days" involves discussions about bullying. We also have lanyards ("caught you being good") rewards systems to encourage expected behaviors. Our counselor does class lessons (and also small group lessons) on preventing and bullying and dealing with bullying. We have two Wellness Together counselors on site, who see "high-risk" students individually, as well as whole-class lessons. Lastly, every staff member is committed to our positive behavior system, wherein we encourage expected behaviors and deal with bullying "in the moment" (conflict resolution).

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is reviewed every September and presented to the SSC, the LTA rep, a classified rep, and a parent. Changes include updating the "buddy list" and "operations teams" ... and giving updated copies to each teacher (to place into their red folder). Every other January, the "Hide, Run, Fight" training is to be given to the staff. Fire drills, earthquake drills, and lockdown drills are practiced throughout the year (once per month, one type each month).

Safety Plan Appendices

Emergency Contact Numbers

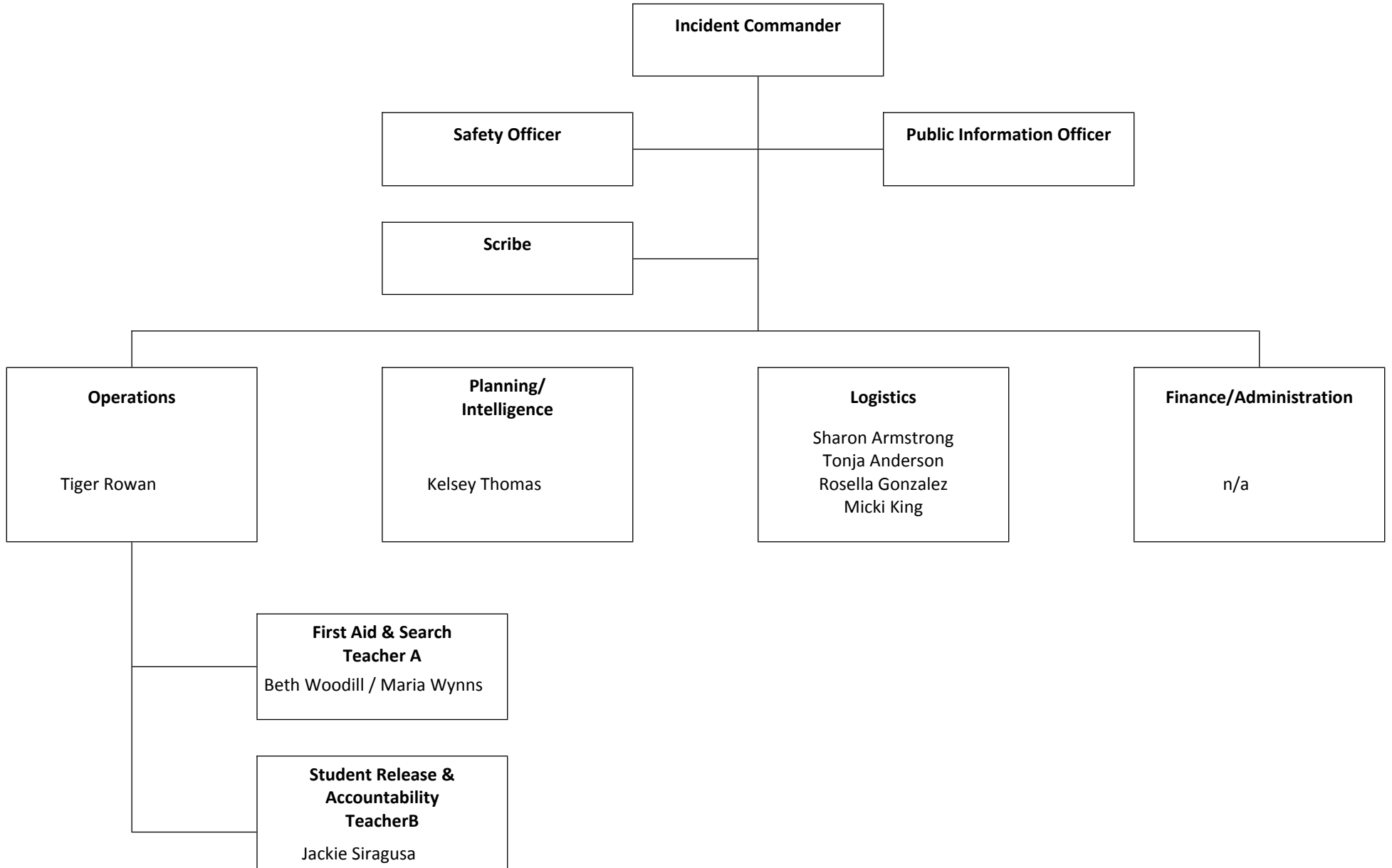
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sheriff	619-938-1360	
Law Enforcement/Fire/Paramedic	Fire Dept	619-390-2350	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Entire plan updated by principal.	September 2024	
Updated "Buddy Lists" and "Operation Teams" given to teachers.	September 2024	
Safety Plan presented to SSC, LTA rep, CTA rep, and parent rep.	September 2024	

Lakeview Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Rachel Camarero
- 2) School District Security: Kristine Rosado
- 3) Custodial Services or Facilities: Kristine Rosado

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
Notify the Fire Department by calling 911.
Notify the Superintendent's office.
Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room.

If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

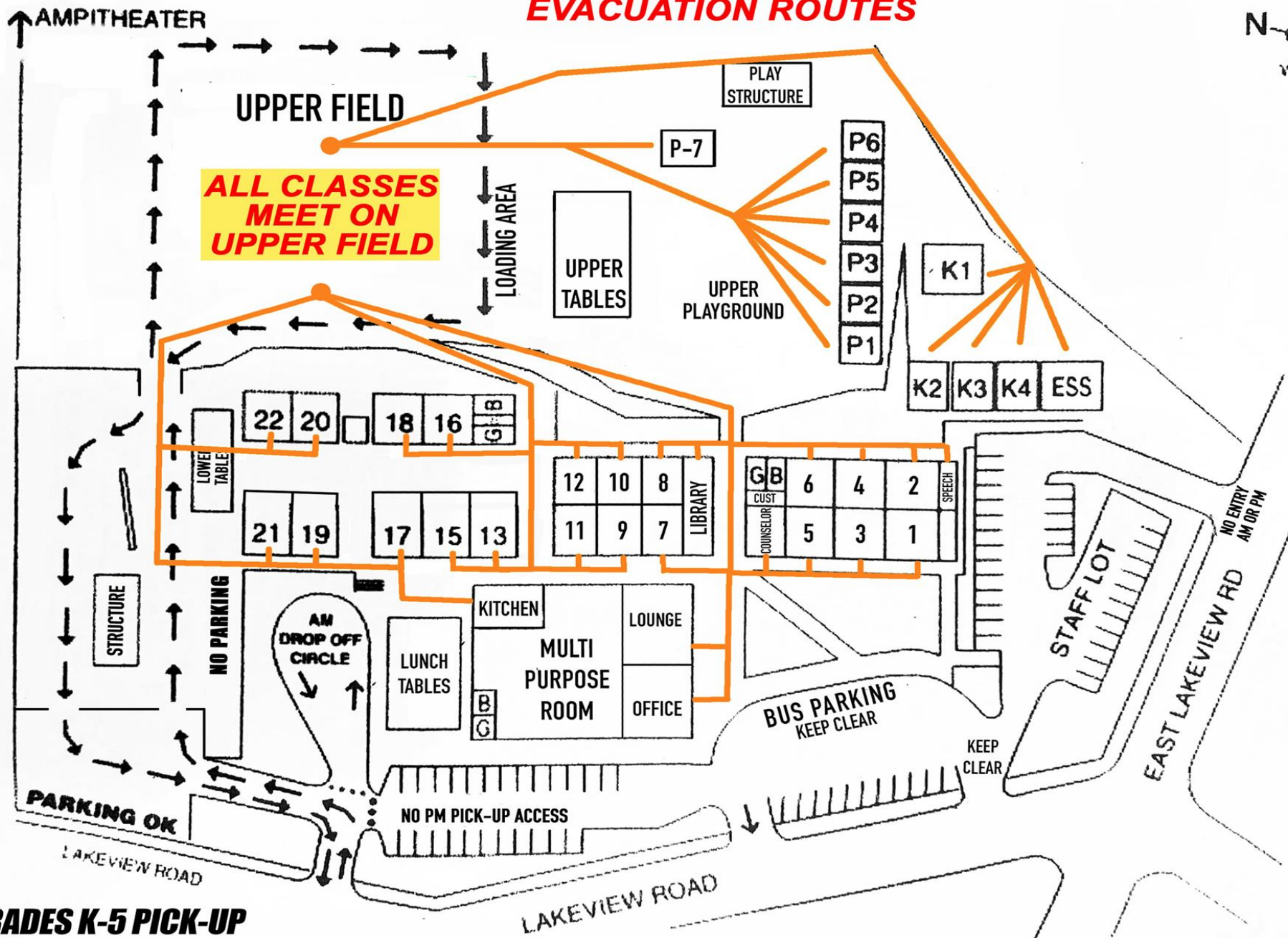
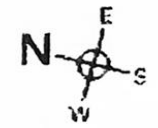
If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

LAKEVIEW EVACUATION ROUTES



GRADES K-5 PICK-UP

EVACUATION: TEACHER “BUDDY” LIST

Listed below are “Buddy” teachers for emergency evacuation purposes. Each teacher is responsible for assisting their “Buddy” teacher’s class with the evacuation process, should the need arise. The classroom emergency packet should contain current rosters for both classrooms.

BUDDY ASSIGNMENTS

	TEACHER	ROOM #	TEACHER	ROOM #
1.	O’Sullivan	K1	Hilliker	K2
2.	Barcellos	K3	Gobiecki	K4
3.	Tourzani	Speech	OT Room & ESS	OT / 2
4.	Williams / Gries	1 / 3	Blum/McWay	2
5.	Preciado	6	M.Martinez	4
6.	Sardina	Counselor	Weldele/Wood	5
7.	Stein	7	Stanley	Library
8.	Rodriguez	9	Woolsey	10
9.	Bender/Hitchcock	11	Anderson	12
10.	Elson	13	Garlin	15
11.	Gonzalez/Cruz	17/19	Correia	21
12.	Castañeda	16	R.Martinez	18
13.	Gilchrist	20	Drake	22
14.	Baca	P1	Thomas	P2
15.	Smith	P3	Galvez	P4
16.	King/Armstrong	P5/P6	Mello	P7

INCIDENT COMMAND SYSTEM: OPERATIONS TEAMS

OPERATIONS CHIEF	ALTERNATE	ALTERNATE
Tiger Rowan	Jackie Siragusa	Gelacio - AM

SEARCH AND RESCUE / SITE SECURITY				
	TEAM 1 (Check K Rooms & K Playground)	TEAM 2 (Check Even # Rooms & Lower Playground)	TEAM 3 (Check Odd # Rooms, Office & Lounge)	TEAM 4 (Check Portables on Upper Playground)
TEAM LEADER	Sharon Armstrong	Tonja Anderson	Rosella Gonzalez	Micki King
ALTERNATE	Priscilla Barcellos	PJ Gilchrist	Monica Gideon	Evy Baca
MEMBER	Janeth Cruz	Rebeca Martinez	Bianca Stanley	Monica Mello

MEDICAL			
TEAM LEADER	Beth Woodill / Maria Wynns (Campus LVN)		
TEAM MEMBERS	Monica Gries	DeAnna Rodriguez	Tamara Drake

INCIDENT COMMAND SYSTEM: OPERATIONS TEAMS (Cont.)

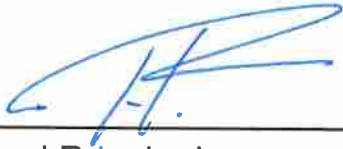
STUDENT CARE AND SUPERVISION			
TEAM LEADERS	Shawn Williams / Josie Sardina		
TEAM MEMBERS	Amanda Bender	Delaney Pendleton	Griselda Castañeda
	Karen Galvez	Sandra Gobiecki	Erika Woolsey

STUDENT RELEASE			
TEAM LEADER	Jackie Siragusa		
TEAM MEMBERS	Jessica Weldele	Anahita Tourzani	Natalie Wood

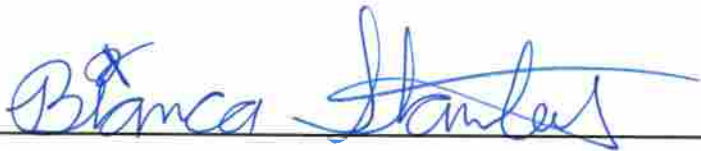
CRISIS RECOVERY			
TEAM LEADER	Kelsey Thomas		
TEAM MEMBERS	Lenny Correia	Patricia Smith	Amanda Elson

ALTERNATES			
Ashley O'Sullivan	Emily Okerlund	OT Staff	* ESS Staff (If on campus)
* Playground Staff (If Applicable)	* Kitchen Staff (If Applicable)	* RSP Aides (If Applicable)	* Instr. Assistants (If Applicable)

Lakeview Elementary
Safety Plan Signature Page
2024-2025



School Principal



President, School Site Council



Teacher's Association Representative



Classified Association Representative



Parent Representative

Law Enforcement Representative (optional)

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Lemon Crest Elementary School
CDS Code: 37681896110092
District: Lakeside Union School District
Address: 12463 Lemon Crest Dr.
Lakeside, CA 92040

Date of Adoption:

Date of Update: 8/30/2024

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:



Name	Title	Signature	Date
Jennifer Price	Principal		
Mike Dawson	SSC Member (Teacher)		
Corie Flynn	SSC Member (Teacher)		
Arianna Casas-Lara	SSC Member (Teacher)		
Chrissie Sarff	SSC Member		
Kip Frazer	Site Safety Team (Intervention Teacher)		
Kelcy Sutton	Site Safety Team (School Counselor)		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	21
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	26
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	27
(J) Procedures to Prepare for Active Shooters.....	30
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	30
Safety Plan Review, Evaluation and Amendment Procedures.....	32
Safety Plan Appendices.....	33
Emergency Contact Numbers.....	34
Safety Plan Review, Evaluation and Amendment Procedures.....	35
Lemon Crest Elementary School Incident Command System.....	36
Incident Command Team Responsibilities.....	37
Emergency Response Guidelines.....	38
Step One: Identify the Type of Emergency.....	38
Step Two: Identify the Level of Emergency.....	38
Step Three: Determine the Immediate Response Action.....	38
Step Four: Communicate the Appropriate Response Action.....	38
Types of Emergencies & Specific Procedures.....	39
Armed Assault on Campus.....	39
Biological or Chemical Release.....	39
Bomb Threat/ Threat Of violence.....	45
Earthquake.....	46

Fire in Surrounding Area46

Fire on School Grounds47

Loss or Failure Of Utilities47

Psychological Trauma.....48

Tactical Responses to Criminal Incidents49

Emergency Evacuation Map.....51

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Lemon Crest Office..

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Definition: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

C. Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Lakeside Union School District to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

- A 72-hour supply kit for the home

- A Car Kit, including comfortable clothes/shoes and medications

- To develop a plan to reunite with their family

- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

When a local emergency has been proclaimed, When a state of emergency has been proclaimed, or When a federal disaster declaration has been made.

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Until regular dismissal time and released only then if it is considered safe,
OR

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
 - Peacetime Bomb Threat
 - Chemical Accident
 - Explosion or Threat of an Explosion
 - Following an Earthquake
 - Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions Outside of School Buildings
- Earthquake: move away from buildings -Take a protective position, if possible Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. (cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Lemon Crest abides by the dress code policy established in the LUSD Board Policy BP 5132.

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

At Lemon Crest Elementary, students enter the school through the playground via the carpool loop, or via the walking gates.

Students are picked up at the same place. For students who need assistance with mobility, ADA spaces are available, as are curbside spaces to exit their vehicles, and students are assisted in through the main gate.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

In the event of an on-campus evacuation, students are evacuated to the north and south playgrounds.

Off-Campus Evacuation/Assembly Location:

Students will either be relocated to the Lakeside Union School District Office, or Tierra del Sol Middle School.

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: LUSD District Office

Address: 12335 Woodside Drive Lakeside, CA 92040

Contact: Rachel Camarero

Phone Number: (619)390-2600

Date of Agreement: September 28, 2022

Organization: Tierra del Sol Middle School

Address: 9611 Petite Lane Lakeside, CA 92040

Contact: Dr. Leslie Hardimann

Phone Number: (619)390-2670

Date of Agreement: September 28, 2022

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lemon Crest Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lemon Crest Elementary School will review Safety Plans and Procedures with all staff in September 2024, February 2025, March 2024. Option-Based Safety Planning was provided in Spring 2024. Tenets from training will be reviewed annually and as needed.

D. Lemon Crest Unexpected Behavior Flow Chart to prevent and address Minor & Major Unexpected Behaviors:

START WITH POSITIVE PREVENTION

ALWAYS acknowledge & praise students who are following class & school expectations consistently

Look for ways for the student displaying unexpected behaviors to have success.

Use intrinsic/extrinsic motivation or incentives specific to the child displaying unexpected behaviors as part of long-term behavior modification.

#1: VERBAL WARNING & REMINDER

Remind student of expected behavior ROAR expectations.

Repeat a minimum of 2 times

#2: RETEACH + INTERVENTION

If Minor Unexp. Behavior continues, discuss with student privately.

Utilize Tier 1 intervention strategies from Intervention menu

Repeat for a minimum of 2 times

Document in a ABC format (Antecedent, Behavior, Consequence)

Communicate to Parent/Caregiver

#3: CLASS CONSEQUENCE EXAMPLES

Loss of privilege: Sit out from game, lose Free Time, etc.

Verbal or Written Apology

Loss of access to misused material or tech for designated amount of time

Bathroom Buddy

Check-In/Check-Out

Complete assignment during preferred activity time.

Alternate Recess: Walk laps alone; no interaction with peers

Teacher contacts parent/caregiver

Temporary break from class in a Buddy Class - no more than 15min with Think Sheet. Utilize this no more than 2 times per week. Our goal is keeping kids in class and in school.

#4: SEL Check-In

If Minor Unexp. Behavior continues, walkie for School Counselor/Interns, School Psych or Case Managers to have a quick check-in

with student

Teacher/Staff talk with the student after the next block of time (ie snack, lunch or the next day) to check in

#5: MINOR TO MAJOR WALKIE FOR SUPPORT

- If minor behaviors are still occurring despite the above interventions, Staff Member walkie for Support
- “Teacher in Room 16 needs assistance for XX - minor” - to get support to prevent the unexpected behavior from escalating further. OR
- “Teacher in Room 16 needs assistance for XX - major/ASAP”
- Office will dispatch support based on availability

#6: MAJOR OFFICE REFERRAL TO PRINCIPAL

Submit an Office Referral for:

A Major Unexp. Behavior and/or

Repeated minor behaviors

Teacher to communicate to parent/caregiver of student’s Unexp. Behaviors and that there was an Office Referral

Teacher to document Unexp. Behaviors

Principal will review Office Referral and teacher/staff-provided documentation in determining progressive discipline:

Consequences

Corrective Action

Restorative Practice

Progressive Discipline looks like:

Taking into account the type of behavior, frequency and severity.

Reviewing teacher documentation of previous interventions and classroom-based consequences and corrective actions.

Reviewing Behavior Incident Logs on IC

Principal, School Counselor, MTSS TOSA and/or Admin Designee to consult if a Threat or Suicide Assessment is necessary

Examples of Principal-designated Consequences:

Conference with Principal

Parent/caregiver phone call/email

Loss of Privilege for a longer period of time (Ex, alternate recess for the remainder of the week)

Campus beautification

Loss of school events (Field Trips)

Suspension (Note: this is reserved for severe major unexpected behaviors - Our goal is to keep kids in class and in school)

Examples of Principal-designated Corrective Action/Restorative Practice:

Principal Think sheet signed by parent/caregiver and returned

Reflection Presentation or Essay: 6-slide/paragraph reflection on words/actions, effect on others and what was learned.

Practicing expected behavior through role-play

Practicing of problem-solving strategies or calming strategies

Behavior Contract or Safety Plan

Review of Responsible Tech Use policy

Review of Anti-Bullying Policy

Restorative conversation between student and person harmed (other student, staff, etc)

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Staff are trained annually on the discipline code on the in-service days prior to the school year. Additionally, staff training is refreshed throughout the year on Wednesday PLC days.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

Lemon Crest uses progressive discipline through the lens of MTSS with Consequences, Corrective Action and Restorative Practices in order to prevent future unexpected behaviors and teach/reteach appropriate and expected behaviors.

(J) Procedures to Prepare for Active Shooters

Lemon Crest Staff receive annual training to prepare for an Active Shooter. This training is created by the San Diego County Office of Education in partnership with local law enforcement. Lemon Crest takes preventive measures, such as operating a closed campus and ensuring that our campus is secure.

Procedures for Preventing Acts of Bullying and Cyber-bullying

BULLYING (Ed code 48900)

Engaging in an act of bullying or cyberbullying, such as intimidation, harassment, or threats towards staff or students, will not be tolerated on campus or school events. All acts of bullying are taken seriously. Claiming that comments, gestures, or looks made in jest will not pardon the student from the consequences for such actions. Consequences for bullying/harassment may include suspension from school, referral to appropriate professional counseling, signing a Conflict Resolution Form, and recommendation for expulsion.

BULLYING PREVENTION

It is the belief of our school that every student and staff member is entitled to a safe school environment free from discrimination and bullying and in partnership with the District, it has an obligation to promote mutual respect, tolerance, and acceptance. To ensure bullying does not occur on our school campus, the District provides staff development training in bullying prevention and cultivates acceptance, belonging, inclusion, and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment.

Also, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics is not acceptable and will not be tolerated.

This policy applies to all acts while on school grounds, at a school-sponsored activity,, on a school bus, during any activity related to school attendance.

It is the expectation that teachers and the administration shall discuss policies, procedures, and practices with the students and will assure them that they need not endure any form of bullying. School administration and teaching staff are qualified to recognize,

manage, and respond to unacceptable behaviors to support a safe and respectful learning environment.

Lemon Crest School has established goals based on Responsive Classroom and the PBIS program that emphasize bully prevention to support character education, positive behavior, and classroom management practices. Staff recognizes students and provides incentives as part of an ongoing focus to build a healthy environment to reduce classroom disruptions, promote respect and responsibility, and motivate student learning.

Safety Plan Review, Evaluation and Amendment Procedures

Each year the School Site Council and Site Safety Committee reviews all aspects of the Safety Plan and Emergency Actions that may need to be taken.

Throughout the reviewing and evaluation process, representatives from the different educational partner groups will have the opportunity to provide feedback and input. The plan is presented to the School Site Council and Site Safety Committee, and then shared with the District for review and approval. The Superintendent receives consistent communication with the San Diego County Office of Education (SDCOE), which allows the school sites to know the very latest in law enforcement, and fire department policies. Ongoing consultation is provided by the San Diego County Sheriff's Department and the local law enforcement and first responder agencies.

Lemon Crest Elementary's Comprehensive School Safety Plan is reviewed and approved by the different committees and agencies prior to the annual deadline, which is September 27, 2024 for the 2024-2025 school year.

Safety Plan Appendices

Emergency Contact Numbers

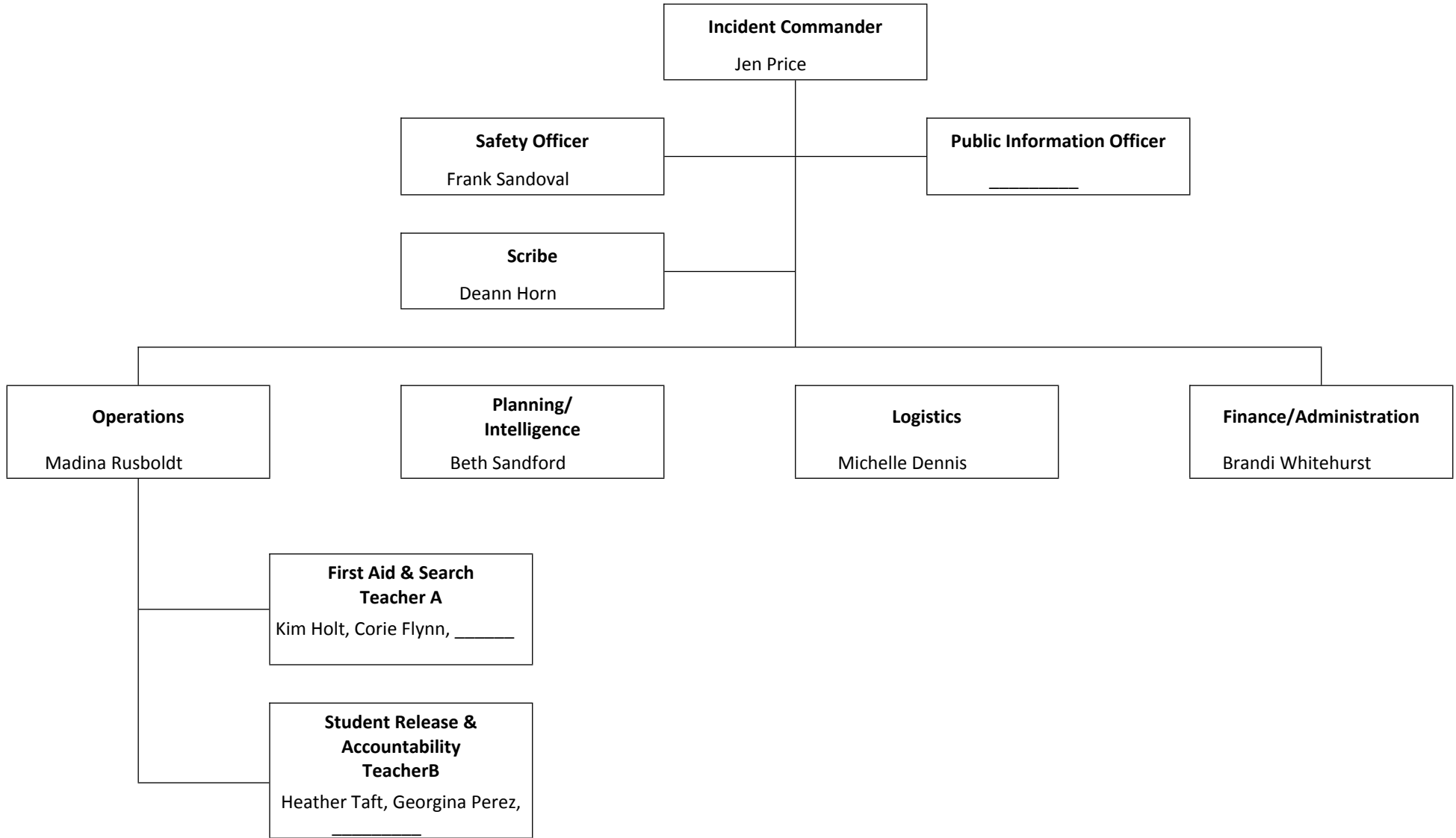
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Lakeside Union School District	(619)390-2600	
Law Enforcement/Fire/Paramedic	San Diego Sheriff	(619) 938-1360	
Law Enforcement/Fire/Paramedic	Lakeside Fire Protection District	(619) 390-2350	
Public Utilities	Lakeside Water District	(619) 443-3805	
Public Utilities	San Diego Gas and Electric	(619) 626-6628	
Local Hospitals	Rady Children's Hospital	(858)576-1700	
Local Hospitals	Sharp Grossmont Hospital	(619) 740-6000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
CSSP was written/updated by the School Principal	8/30/2024	
The CSSP was reviewed and approved by the School Site Council (SSC) team.		
The CSSP was reviewed and approved by the Site Safety Committee.		
CPTED visit with San Diego Sheriff		
The CSSP and Emergency Preparedness Plan was reviewed with Lemon Crest Staff.		

Lemon Crest Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

This occurs on site or by EOC, depending on circumstances.

Step Two: Identify the Level of Emergency

The level of emergency will be determined by the Emergency Officer In Command.

Step Three: Determine the Immediate Response Action

In the previous sections, specific details were given as to the steps that are taking place to address specific emergencies. As circumstances change and protocols continue to evolve, adjustments and systems will change accordingly.

Step Four: Communicate the Appropriate Response Action

Professional Development Activities:

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline and positive behavior interventions and supports policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

Counseling and Wellness Services:

Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, wellness support, and appropriate referral systems for different types of student support and counseling.

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
Notify the Fire Department by calling 911.
Notify the Superintendent's office.
Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room.

If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Comprehensive School Safety Plan

2024-2025 School Year

School: Lindo Park Elementary School
CDS Code: 37-68189-6038376
District: Lakeside Union School District
Address: 12824 Lakeshore Dr.
Lakeside, CA 92040
Date of Adoption: October 2024
Date of Update:
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Becky Hill	SSC President		
Tessa Green	Principal		
Rachelle Rivers	Parent Representative		
Sheila Florey	Classified Association Representative		
Sharon Sullinger	Teacher's Association Representation		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	21
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	27
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	28
(J) Procedures to Prepare for Active Shooters.....	29
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	29
Safety Plan Review, Evaluation and Amendment Procedures.....	30
Safety Plan Appendices.....	31
Emergency Contact Numbers.....	32
Safety Plan Review, Evaluation and Amendment Procedures.....	33
Lindo Park Elementary School Incident Command System.....	34
Incident Command Team Responsibilities.....	35
Emergency Response Guidelines.....	36
Step One: Identify the Type of Emergency.....	36
Step Two: Identify the Level of Emergency.....	36
Step Three: Determine the Immediate Response Action.....	36
Step Four: Communicate the Appropriate Response Action.....	36
Types of Emergencies & Specific Procedures.....	37
Armed Assault on Campus.....	37
Biological or Chemical Release.....	37
Bomb Threat/ Threat Of violence.....	43
Earthquake.....	44

Fire in Surrounding Area44

Fire on School Grounds45

Loss or Failure Of Utilities45

Psychological Trauma.....46

Tactical Responses to Criminal Incidents47

Emergency Evacuation Map.....49

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school library and the main offices..

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Definition: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

C. Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Lakeside Union School District to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

- A 72-hour supply kit for the home

- A Car Kit, including comfortable clothes/shoes and medications

- To develop a plan to reunite with their family

- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

When a local emergency has been proclaimed, When a state of emergency has been proclaimed, or When a federal disaster declaration has been made.

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Until regular dismissal time and released only then if it is considered safe,
OR

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
 - Peacetime Bomb Threat
 - Chemical Accident
 - Explosion or Threat of an Explosion
 - Following an Earthquake
 - Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions Outside of School Buildings
- Earthquake: move away from buildings -Take a protective position, if possible Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:
Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. (cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

LINDO PARK DRESS TO

LEARN—STUDENT GROOMING/DRESS POLICY

Lindo Park is a place of learning. Student dress and appearance should reflect this image. Students should dress for success. Appropriate, modest clothing will not disrupt or detract from the educational process. We expect students to dress appropriately for school. Comfortable, sensible clothing will allow students to focus on learning, participate in P.E. activities, and play during recess. In an effort to help parents and students choose appropriate clothing, the following guidelines have been established:

Students shall not wear any clothing that is offensive to others, or could harass, or have a negative impact on an individual's performance. Clothing should not create an intimidating, hostile, or offensive educational environment.

1. Attire and personal belongings may not depict offensive symbols, racial terms, tobacco, alcohol, drugs, weapons, profanity/obscenity, violence, or gangs. Logos and clothing with double meanings and mixed messages are not permissible.
2. Appropriate shoes must be worn at all times. Students must wear socks and closed-toe, full-heel shoes, suitable for P.E. Activities. Flip-flops, sandals, high heels, slippers, and slides DO NOT allow students to participate fully in all school activities without the possibility of injury.
3. Writing or drawing on skin or clothing is not allowed.
4. Pants must fit and be worn at the waist and pajama apparel (tops/bottoms) are not allowed.
5. Dresses, skirts, and shorts length must be modest and no shorter than the mid-thigh.
6. No crop tops, bare midriffs, plunging necklines, sheer shirts, short shorts, tube/strapless tops, halters, muscle tank t-shirts with wide armholes, or spaghetti straps are allowed. Sleeveless tanks and shirts must be at least 1 1/2 inches wide at the shoulder.
7. Underwear must not be visible.
8. Hats and hoods are allowed outside for weather protection, and will be taken off inside school buildings. Hats are to be worn correctly, with the bill facing

1. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

(Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183) Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

1. Staff Training

Lindo Park was trained in Aug. 2024 on Dress Code

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

E. Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location: Intermediate blacktop, Classes stand behind class numbers.

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Lakeside Community Center main room Outside: Lakeside Community Center northwest parking lot in Lindo Lake County Park.

Address: 9841 Vine Street, Lakeside, Ca 92040

Contact: David Collins, Head Park Ranger (619) 540-1662 Kevin Romero, Interim Supervisor

Phone Number: Community Center (619)443-9176

Date of Agreement: September 2016

Secondary Off-Site Evacuation/Assembly Location

Organization: Tierra del Sol Multi-Purpose Room Outside: Tierra Del Sol Middle School parking lot

Address: 9611 Petite Lane, Lakeside, Ca 92040

Contact: Leslie Hardiman, Principal

Phone Number: School Office number (619) 390-2670

Date of Agreement: September 2012

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

Lindo Park Staff training was held on September 2024 during a staff meeting

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lindo Park Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lindo Park Elementary School will review Safety Plans and Procedures with all staff in August 2024, Feb 2025, Mar 2025. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

F. School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lindo Park Elementary School will review Safety Plans and Procedures with all staff in August 2024, Feb 2025, Mar 2025. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

School Rules and Behavior

We at Lindo Park SOAR high For Excellence

School-Wide Behavior Expectations for Appropriate Conduct:

S- Show Respect

O- Own our Actions

A- Accept Differences

R- Responsible and Respectful

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

Ms. Green's Reminders:

1. Maintain a high standard of integrity, honesty, and respect at all times.
2. Students are to be courteous to others and respect others' rights, property, and personal space. In general, keep hands, feet, whole body and all objects to yourself. "Messing around" is not allowed.
3. Students are to WALK, not run, in hallways, on pathways, and in the lunch area.
4. Use appropriate, respectful language. Profanity and inappropriate language in writing, speech or action are not permitted.
5. Items not required for academic purposes at school are not to be brought to campus. This includes, but is not limited to: toys, unauthorized electronic devices, laser pens, and perfumes.
6. Cell phones are to be turned off and put away when a student is on campus. If not put away, they will be confiscated, and safely locked up for a parent to pick up.
7. Because responsible use and care of cell phones is a student's responsibility, the school is not responsible for lost or stolen items.
8. Students are expected to behave respectfully to all adults on campus, including substitute teachers, noon duty supervisors, and parent volunteers. Students must follow directions the first time they are given.
9. Substitute teachers are treated like guests. Students are to be ambassadors representing their school and parents. They are to follow all school and classroom rules, plans, and policies.
10. As a sign of respect, all adults are to be addressed as Miss, Mrs., Ms., or Mr. and not by the first or last name.

(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

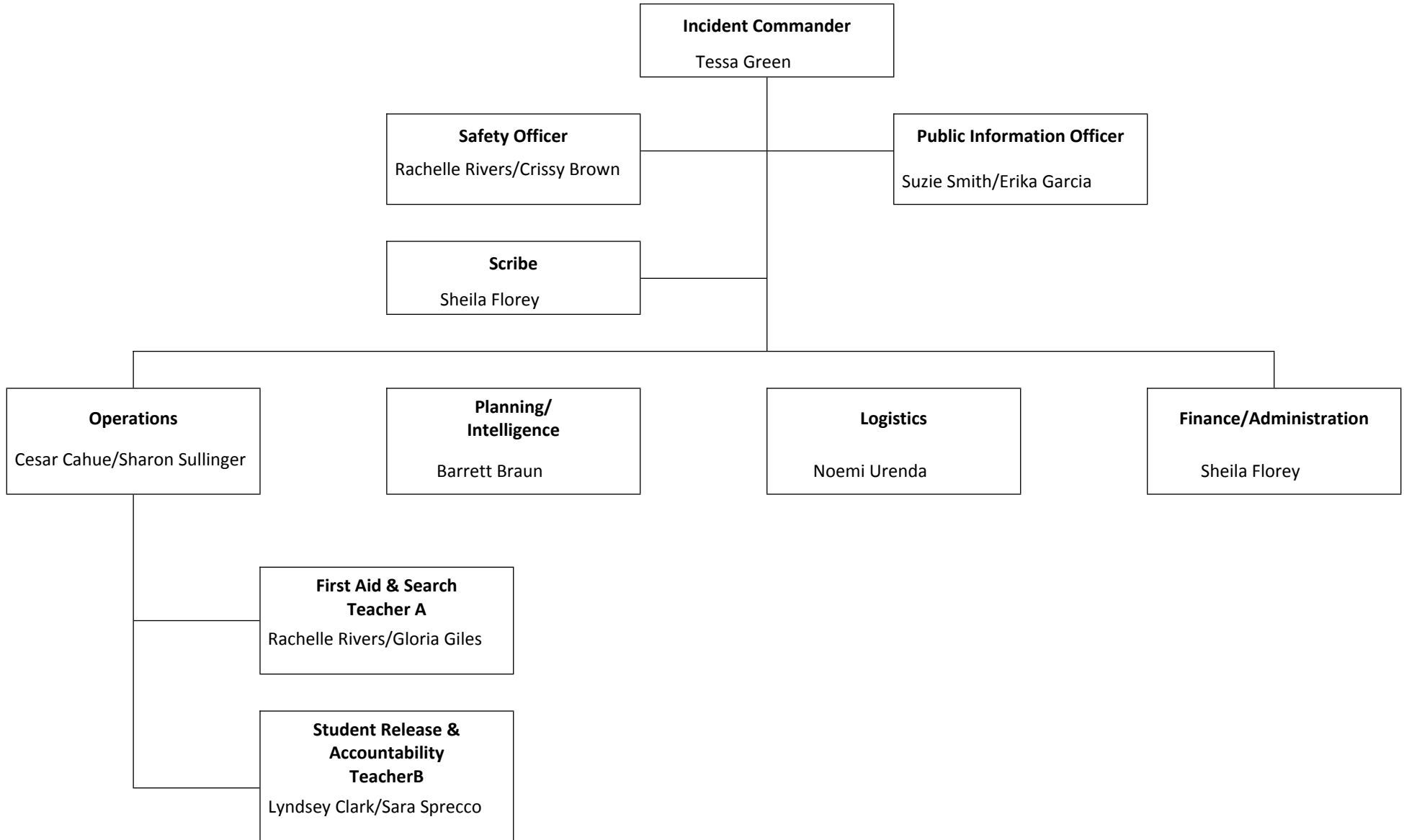
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lakeside Sheriff Station	619-938-1360	
Law Enforcement/Fire/Paramedic	Santee Sheriff Station	619-956-4000	
Law Enforcement/Fire/Paramedic	Lakeside Fire Department	619-390-2350	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)

Lindo Park Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

37 of 49

9/30/24

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
Notify the Fire Department by calling 911.
Notify the Superintendent's office.
Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room.

If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Lakeside Middle School
CDS Code: 37-68189-6038350
District: Lakeside Union School District
Address: 11833 Woodside Ave
Lakeside, CA 92040
Date of Adoption: October 2024
Date of Update:
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Steve Mull	Principal		
Jim Mietzel	Assistant Principal		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	21
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	25
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	26
(J) Procedures to Prepare for Active Shooters.....	27
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	27
Safety Plan Review, Evaluation and Amendment Procedures.....	29
Safety Plan Appendices.....	30
Emergency Contact Numbers.....	31
Safety Plan Review, Evaluation and Amendment Procedures.....	32
Lakeside Middle School Incident Command System.....	33
Incident Command Team Responsibilities.....	34
Emergency Response Guidelines.....	36
Step One: Identify the Type of Emergency.....	36
Step Two: Identify the Level of Emergency.....	36
Step Three: Determine the Immediate Response Action.....	36
Step Four: Communicate the Appropriate Response Action.....	36
Types of Emergencies & Specific Procedures.....	37
Armed Assault on Campus.....	37
Biological or Chemical Release.....	37
Bomb Threat/ Threat Of violence.....	43
Earthquake.....	44

Fire in Surrounding Area44

Fire on School Grounds45

Loss or Failure Of Utilities45

Psychological Trauma46

Tactical Responses to Criminal Incidents47

Emergency Evacuation Map49

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Definition: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

C. Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Lakeside Union School District to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

A 72-hour supply kit for the home

A Car Kit, including comfortable clothes/shoes and medications

To develop a plan to reunite with their family

A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

When a local emergency has been proclaimed, When a state of emergency has been proclaimed, or When a federal disaster declaration has been made.

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Until regular dismissal time and released only then if it is considered safe,
OR

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
 - Peacetime Bomb Threat
 - Chemical Accident
 - Explosion or Threat of an Explosion
 - Following an Earthquake
 - Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions Outside of School Buildings
- Earthquake: move away from buildings -Take a protective position, if possible Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:
Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. (cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

STUDENT DRESS POLICY

1. Students shall not wear any clothing that is offensive to others, or could harass, or have a negative impact on an individual's performance. Clothing should not create an intimidating, hostile, or offensive educational environment. This includes spiked jewelry, chains, and wallet chains.
2. Attire and personal belongings may not depict sexual connotations, racial terms, tobacco, alcohol, drugs, weapons, profanity/obscenity, violence, or gangs. Logos and clothing with double mixed messages are not permissible.
3. Writing or drawing on skin or clothing is prohibited
4. Pants must fit and be worn at the waist and pajama apparel (tops/bottoms) are not allowed.
5. Dresses, skirts, and shorts length must reach the mid-thigh. They must have a minimum 3 inch inseam. Cut-off shorts are not allowed.
6. No crop tops, bare midriffs, plunging necklines exposing cleavage, sheer shirts, cut-offs, tube/strapless tops, halters, bandeau tops, or spaghetti straps are allowed. Sleeveless tanks and shirts must be at least 2 inches wide at the shoulder. A tank top must be worn under muscle tanks that are cut low on the sides.
7. Underwear, boxer shorts, and muscle tank shirts must not be visible.
8. Hats, beanies, hoods, or other head coverings are not to be worn indoors.
9. Bandanas and sweatbands shall not be worn unless prior approval is granted by a site administrator.
10. Appropriate shoes must be worn at all times. Slippers of any kind may not be worn.
11. Makeup and hair shall be clean and neatly groomed.
12. Students are not allowed to bring or carry flags or blankets on campus.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: [[PRIMARY_OFF-SITE_ORGANIZATION]]

Address: [[PRIMARY_OFF-SITE_ADDRESS]]

Contact: [[PRIMARY_OFF-SITE_CONTACT_NAME]]

Phone Number: [[PRIMARY_OFF-SITE_PHONE_NUMBER]]

Date of Agreement: [[PRIMARY_OFF-SITE_DATE_OF_AGREEMENT]]

Organization: [[SECONDARY_OFF-SITE_ORGANIZATION]]

Address: [[SECONDARY_OFF-SITE_ADDRESS]]

Contact: [[SECONDARY_OFF-SITE_CONTACT_NAME]]

Phone Number: [[SECONDARY_OFF-SITE_PHONE_NUMBER]]

Date of Agreement: [[SECONDARY_OFF-SITE_AGREEMENT_DATE]]

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeside Middle School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Middle School will review Safety Plans and Procedures with all staff in August 2024, Feb 2024. Option-Based Safety Planning was provided in January 2024. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021.

Conduct Code Procedures

(J) Procedures to Prepare for Active Shooters

- Immediately move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door
- DO NOT OPEN THE DOOR FOR ANYONE

Enforcement and/or Site Administrator will use keys to unlock door

- Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the "Safe Wall," the wall least visible to the outside and most out of the line of fire
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Control all cell phone activity (no outgoing or incoming calls)

If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on

- If safe to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by Site Administrator or

Law Enforcement

- If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. Only in the event that all available channels of communication are disabled and the injury is life threatening, slide Red Cross placard (found in the emergency packet) under the door

Do not call office to ask questions; Incident Command will send out periodic updates

Maintain order in all areas of shelter or assembly and await the arrival of Law Enforcement. Be ready for 2- Move students to nearest available safe location, without drawing attention. If doors are locked,

continue to look for a safe area. Consider moving

students off-campus if that seems safest option

- Do not chase students that run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- If sheltering in a room and it's safe to do so, contact Incident Commander to document your whereabouts as well as any students/staff under your supervision If sheltering in a room, follow procedures for

LOCKDOWN DURING CLASS TIME

Procedures for Preventing Acts of Bullying and Cyber-bullying BULLYING

Harassment or bullying in any form is not tolerated at Lakeside Middle School. Any pupil or school staff member who believes he/she has or is being subjected to bullying or cyberbullying, as well as any person who has reason to believe a pupil or school staff member is being subjected to or has been subjected to bullying or cyberbullying should immediately make a report to a school staff member, teacher, or principal. Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator.

Complaints of bullying shall be investigated and resolved in accordance with site-level procedures. Incidents shall be reported per Education Code requirements.

If the bullying or cyberbullying include any aspect of a threat, the Principal or designee may report to local law enforcement. The district may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Harassing/Bullying behavior is characterized by the following:

? It is repeated - typically repeated over time.

? It is intentional - it is intended to hurt the target.

? It involves an imbalance of power or strength in favor of the individual engaging in the behavior.

DISCIPLINE AND CONSEQUENCES FOR HARASSMENT/BULLYING

If the Principal or designee believes that a student engaged in cyber bullying or bullying on school premises, or off campus, in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, he or she shall be subject to discipline in accordance with district policies and regulations. (District Policy 5131-student behavior, and 5145-sexual harassment). If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. Some acts of bullying or cyberbullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of bullying or cyberbullying that requires a response either at the classroom, school site, District level, or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of bullying or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion. In addition, bullying or cyberbullying using district technology violates Board Policy 6163.4. Consequences for cyberbullying occurring away from school grounds shall be imposed when the conduct materially and substantially disrupts school operations or interferes with the rights of others.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

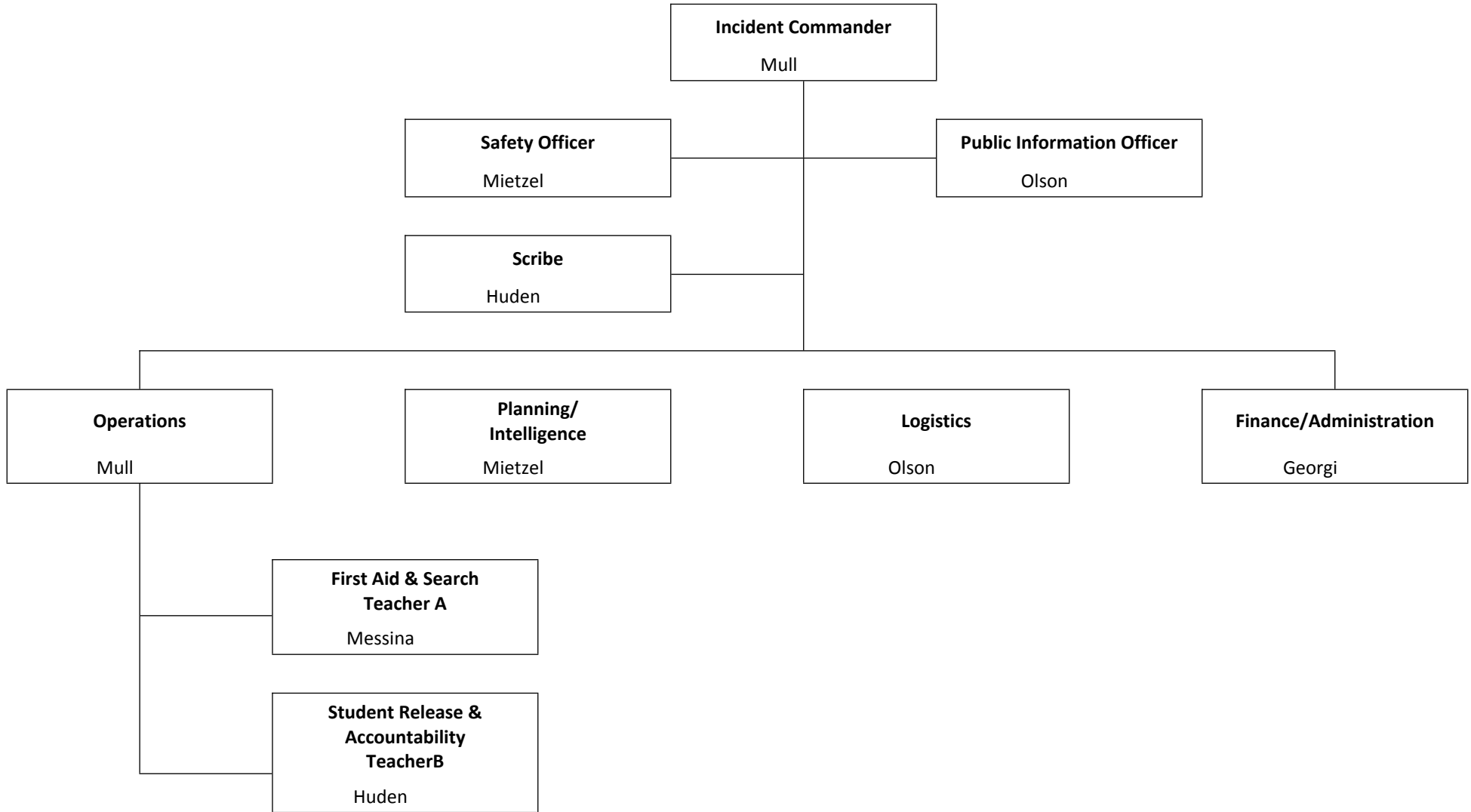
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lakeside Sheriff's Station	619-938-1360	
Law Enforcement/Fire/Paramedic	Santee Sheriff's Station	619-956-4000	
Law Enforcement/Fire/Paramedic	Lakeside Fire District	619-390-2350	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan review with staff	August 2024 / January 2025	
Site council	October 2024	

Lakeside Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND SYSTEM: OPERATIONS TEAM ASSIGNMENTS

OPERATIONS CHIEF ALTERNATE ALTERNATE

Steve Mull Jim Mletzel Sarah Carter

SEARCH AND RESCUE/ SITE SECURITY

TEAM 1 TEAM 2 TEAM 3 TEAM 4

TEAM LEADER Huden Mendoza Brothers Lent

Fearn Dungan Smith Messina

Seuferer Farris

MEDICAL

TEAM LEADER Rico

TEAM MEMBERS Cara Robledo

STUDENT CARE AND SUPERVISION

TEAM LEADER Olson Saake

TEAM MEMBERS Bush, Velasquez, Wear, Reyes Leves, McNellen Fortin, Justeson Wollitz, Proctor, Ward

STUDENT RELEASE

TEAM LEADER Georgi

TEAM MEMBERS Gee Hudson

CRISIS RECOVERY

TEAM LEADER Carter

TEAM MEMBERS Pamintuan, C. Mull

ALTERNATES

Tenney

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

- Date, time, and exact location of the release or threatened release

- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
Notify the Fire Department by calling 911.
Notify the Superintendent's office.
Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room

If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Effective January 2024, CA Ed Code 49414.3 Comprehensive School Safety Plans for school sites that serve grades 7-12 must include a plan for a response to an opioid overdose.

{SCHOOLNAME} PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

{SchoolName} primary goal in the fight against opioids and fentanyl use is prevention.

{SchoolName} will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

{SchoolName} will follow CA Ed Code 49414.3; 49414.8; LUSD's Administering Medication and Monitoring Health Conditions BP 5141.12; AR 5141.21

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

{SchoolName} uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SAMPLE NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

1 RECOGNIZE

Observe for signs of overdose

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2 RESPOND

Immediately call for help:

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
- Breathe again
- Give one breath every 5 seconds

3 REVERSE

Administer Intra-Nasal Narcan

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.

Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.

Press the plunger firmly to give the dose of NARCAN Nasal Spray.
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols

4 REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow-up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride, or other opioid antagonist LUSD BP 5141.21, AR 5141.21.

This training will be provided at no cost to the employee, conducted during regular work hours, and be provided by a school nurse or other qualified person designated by an authorized physician and surgeon. Written materials provided during the training shall be retained at the school office for reference CA Ed Code 49414.3 and CA Ed Code 49414.8.

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health Website CA Ed Code 49414.8

Employees and volunteers that render emergency treatment at the scene of an opioid overdose, or suspected opioid overdose, by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct Health and Safety Code 1799.113.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Lakeside Union School District has elected to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose (Administering Medication and Monitoring Health Conditions LUSD BP 5141.12; AR 5141.21 in accordance with CA Ed Code 49414.3; 49414.8.

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride or other opioid antagonist as per LUSD BP 5141.21, AR 5141.21.

Naloxone Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)

SAMPLE INDIVIDUAL DOCUMENTATION

Lakeside Union School District Health Procedure Training – Opioid Antagonist Naloxone Documentation at [SchoolName]

I, _____ have read, been trained and understand the following
(Print Full Name)
procedures for individual with identified opioid overdose:

- Understanding and identifying of signs of overdose
- Administration of Intra-Nasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

_____ I understand I need to maintain my skills and will be observed on an ongoing basis by the Credentialed School Nurse

_____ I have had the opportunity to ask questions and have received satisfactory answers to my questions.

_____ I possess a current CPR card, expiration date is: _____

Comprehensive School Safety Plan

2024-2025 School Year

School: Riverview Elementary School
CDS Code: 37-68189-6038384
District: Lakeside Union School District
Address: 9308 Winter Gardens Blvd.
 Lakeside, CA 92040
Date of Adoption: September 30, 2024
Date of Update: September 30, 2024
Date of Review:
 - with Staff 9/6/2023
 - with Law Enforcement 9/19/2023
 - with Fire Authority 9/11/2023

Approved by:





Name	Title	Signature	Date
John Greenwell	Principal		
Sarah Brooks	Teacher Rep		
Sara Zeller	Parent Rep		
Marisa Chalk	Classified Rep		
Sean O'Rourke	Law Enforcement		
Trevar Sidman	Fire Marshal		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	21
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	25
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	26
(J) Procedures to Prepare for Active Shooters.....	28
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	30
Safety Plan Review, Evaluation and Amendment Procedures.....	34
Safety Plan Appendices.....	35
Emergency Contact Numbers.....	36
Safety Plan Review, Evaluation and Amendment Procedures.....	37
Riverview Elementary School Incident Command System.....	38
Incident Command Team Responsibilities.....	40
Emergency Response Guidelines.....	42
Step One: Identify the Type of Emergency.....	42
Step Two: Identify the Level of Emergency.....	42
Step Three: Determine the Immediate Response Action.....	42
Step Four: Communicate the Appropriate Response Action.....	43
Types of Emergencies & Specific Procedures.....	45
Armed Assault on Campus.....	45
Biological or Chemical Release.....	45
Bomb Threat/ Threat Of violence.....	51
Earthquake.....	52

Fire in Surrounding Area52

Fire on School Grounds53

Loss or Failure Of Utilities53

Psychological Trauma.....54

Tactical Responses to Criminal Incidents55

Emergency Evacuation Map.....57

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Riverview International Academy school offices.

Safety Plan Vision

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Definition: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

C. Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Lakeside Union School District to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

- A 72-hour supply kit for the home

- A Car Kit, including comfortable clothes/shoes and medications

- To develop a plan to reunite with their family

- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

When a local emergency has been proclaimed, When a state of emergency has been proclaimed, or When a federal disaster declaration has been made.

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Until regular dismissal time and released only then if it is considered safe,
OR

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
 - Peacetime Bomb Threat
 - Chemical Accident
 - Explosion or Threat of an Explosion
 - Following an Earthquake
 - Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

Severe Windstorm (short warning)
Biological or Chemical Threat
Sniper Attack
Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions Outside of School Buildings
- Earthquake: move away from buildings -Take a protective position, if possible Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

- (cf. 1020 - Youth Services)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

- (cf. 5113 - Absences and Excuses)
- (cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lsusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. (cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Schools care about the well-being of their students, which is why we have implemented dress codes to ensure safety and minimize distractions during class. While it may seem like a minor issue, a student's clothing can impact their ability to focus and learn. To support outdoor activities, sun-protective clothing is allowed, and shoes with heel straps are required for added safety during physical education and recess. When it comes to clothing, jewelry, and personal items, our school has a strict policy for images or language that is crude, vulgar, profane, or sexually suggestive, as well as any references to drugs, alcohol, or tobacco. It's also important that clothing is sufficient to conceal undergarments and that hair is clean and groomed. These guidelines are in place to promote a safe and respectful learning environment free from distractions. Schools also have a strict policy against gang-related apparel to ensure student safety and discourage gang activity. In following these guidelines, students can focus on what truly matters – learning and growing as individuals. For more information, please see LUSD Regulation 5132: Dressing And Grooming.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Albertson, Lakeside
Address: 9560 Winter Gardens Blvd, Lakeside, CA 92040
Contact: Store Manager
Phone Number: (619) 561-5521
Date of Agreement: 2019

Organization: Lakeside Middle School
Address: 11833 Woodside Ave, Lakeside, CA 92040
Contact: School Principal - Steve Mull
Phone Number: (619) 390-2636
Date of Agreement: 2019

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Riverview Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

The first step in creating a successful school discipline program is to define what behavior is unacceptable in your school community. Once you have determined this, it is important to create a clear and concise set of rules that reflect these standards. These rules should be posted in a visible location in the school, and students should be made aware of them at the beginning of the school year. It is important to enforce these rules consistently and fairly. This may require the use of a discipline matrix or other system that outlines the consequences for specific types of infractions. It is also important to provide support for students who are struggling with their behavior and to help them understand why their actions were inappropriate.

Staff should also be familiar with Positive Behavioral Interventions and Supports (PBIS), a framework for creating effective behavioral interventions. PBIS focuses on rewarding positive behavior rather than punishing negative behavior and has been shown to be effective in improving student behavior.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.

An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SWPBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Behavioral Expectations

Riverview International Academy has three main behavioral expectations: Be Respectful, Be Responsible, Be Safe.

Behavior matrix: a matrix with settings, events, or classroom routines in the left column with the behavioral expectations along the top. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Behavior indicators: what the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.

Procedures: specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1.

Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

(J) Procedures to Prepare for Active Shooters

Active Shooter / Armed Assailant Situations

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.²¹ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.²² These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., “Gun! Get out!”) to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

Students and staff should be trained to

Leave personal belongings behind;

Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;

Avoid escalators and elevators;

Take others with them, but not to stay behind because others will not go;

Call 911 when safe to do so; and

Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

Lock the doors;

Barricade the doors with heavy furniture;

Close and lock windows and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);

Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and

Remain in place until given an all clear by identifiable law enforcement officers.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.²³ While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

20 As part of its preparedness mission, Ready Houston produces "Run, Hide, Fight" videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are available free of charge, and many are available at <http://www.readyhouston.tx.gov/videos.html>

21 Occupants of both towers delayed initiating their evacuation after World Trade Center 1 was hit. In World Trade Center 1, the median time to initiate evacuation was 3 minutes for occupants from the ground floor to floor 76, and 5 minutes for occupants near the impact region (floors 77 to 91). See National Institute of Standards and Technology, 2005. Federal Building and Fire Safety Investigation of the World Trade Center Disaster Occupant Behavior, Egress, and Emergency Communications. Available at http://www.mingerfoundation.org/downloads/mobility/nist_world_trade_center.pdf

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Safety Plan Review, Evaluation and Amendment Procedures

Education Code 32281 below describes participation of specific members of the school community in the writing and development of the Comprehensive School Safety Plan.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
 - (A) The principal or the principal's designee.
 - (B) One teacher who is a representative of the recognized certificated employee organization.
 - (C) One parent whose child attends the school.
 - (D) One classified employee who is a representative of the recognized classified employee organization.
 - (E) Other members, if desired.
- (3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

Safety Plan Appendices

Emergency Contact Numbers

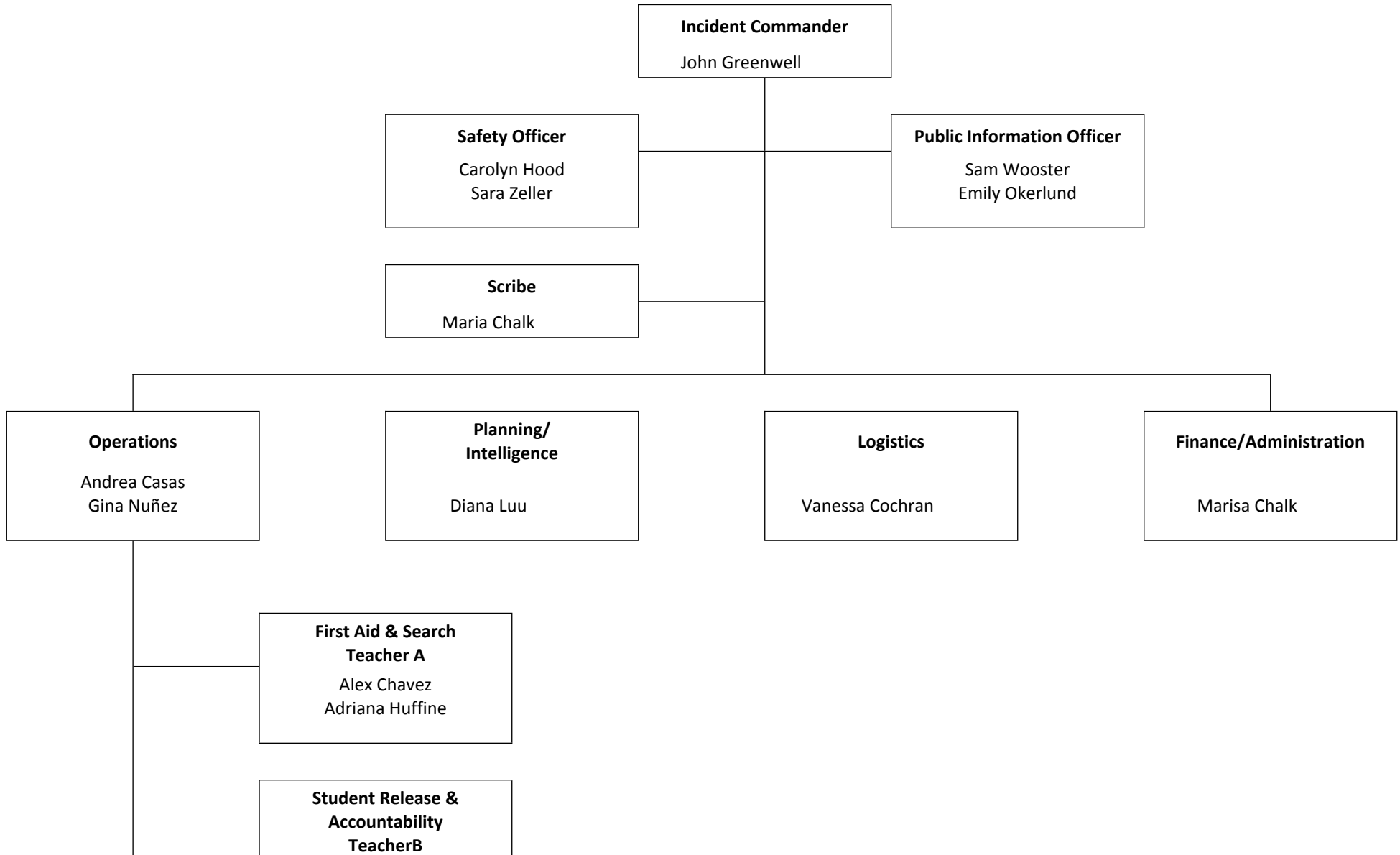
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Lakeside Union School District	(619) 390-2600	
Law Enforcement/Fire/Paramedic	Lakeside Substation	(619) 938-1360	858-565-5200 (Dispatch) 619-938-1360 (Business)

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety plan review with staff	9/06/2023	
Safety plan review with fire marshal	9/19/2023	
Safety plan review with fire marshal	9/11/2023	

Riverview Elementary School Incident Command System



Aaron Ramos
Amy Galeano

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Safety Officer - ensures all activities are conducted in as safe a manner as possible

Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available

Liaison Officer – serves as the point-of-contact for agencies outside of the District’s organization

Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

Site Facility Check & Security – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control

Search & Rescue Leader and Team – conduct search and rescue operations once accountability process has identified missing persons. It’s important that the Team Leader remain at the

Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

First Aid & Medical Leader and Team – provide first aid and medical response including Critical Incident Stress Management (CISM). It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

Assembly Area Leader – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.

Student/Parent Reunification

Request Area – process requests by parents or authorized adults for release of students

Release Gate – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District’s Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

ON-SITE EVACUATION: Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies: Fire, Explosion or threat of explosion, Bomb threat, Post earthquake

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies: Fire, Explosion or threat of explosion, Bomb threat, Post earthquake, Chemical accident

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. **DUCK, COVER AND HOLD ON** is an appropriate action for use during an earthquake or explosion. Immediate **EVACUATION** and an emergency damage assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of **DUCK, COVER AND HOLD ON**.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. **SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the buildings.

Lock the doors;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible,

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and

Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Evacuation - Fire Alarm (P.A. System)

Duck, Cover, Hold On - P.A. System (In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.)
Shelter-In-Place - P.A. System (If P.A. system is not working, use email or written notes to classes)
Secure Campus - P.A. System
Lockdown - P.A. System
All-Clear - P.A. System

Step Four: Communicate the Appropriate Response Action

ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume. emergency damage assessment is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An emergency damage assessment should be performed following any event with the potential to cause damage to school facilities or equipment.

"LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

Lock the doors;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible,

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and

Remain in place until the release from lockdown by school administration or evacuated by law enforcement. "

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

"TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.

Move students and staff into the school's permanent buildings, on the ground floor.

Group students/staff together at the furthest point away from windows on the floor.

Face the wall with backs to the windows

Crouch down on knees and elbows

Hands covering the back of their head/neck

If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning. "

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. Structured Reunification should be used following any OFF-SITE EVACUATION.

EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.

"Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. Structured Reunification requires:

Maintaining accurate information on the location of each child.

Preventing unauthorized individuals from having access to or removing children.

Verifying the identity of individuals coming to take custody of children.

Verifying each individual has the legal right to take custody the child for which they have asked.

Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up."

Types of Emergencies & Specific Procedures

Armed Assault on Campus

Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these

individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
Notify the Fire Department by calling 911.
Notify the Superintendent's office.
Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Search and rescue teams will assist any child or adult with mobility issues.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room.

If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Comprehensive School Safety Plan

2024-2025 School Year

School: Tierra del Sol Middle School
CDS Code: 37-68189-6085047
District: Lakeside Union School District
Address: 9611 Petite Ln.
Lakeside, CA 92040
Date of Adoption: October 2017
Date of Update: September 25, 2024
Date of Review:
- with Staff 9/26/24
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Leslie Hardiman	Principal		
Paula Macias	Vice-Principal		
Nickie Corley	Counselor		
Beverly Warford	Attendance Clerk		
Kim Klinko	Teacher		
Eva Johnson	Teacher		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	22
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	26
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	27
(J) Procedures to Prepare for Active Shooters.....	29
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	31
Safety Plan Review, Evaluation and Amendment Procedures.....	35
Safety Plan Appendices.....	36
Emergency Contact Numbers.....	37
Safety Plan Review, Evaluation and Amendment Procedures.....	38
Tierra del Sol Middle School Incident Command System.....	39
Incident Command Team Responsibilities.....	40
Emergency Response Guidelines.....	41
Step One: Identify the Type of Emergency.....	41
Step Two: Identify the Level of Emergency.....	41
Step Three: Determine the Immediate Response Action.....	41
Step Four: Communicate the Appropriate Response Action.....	41
Types of Emergencies & Specific Procedures.....	42
Armed Assault on Campus.....	42
Biological or Chemical Release.....	42
Bomb Threat/ Threat Of violence.....	48
Earthquake.....	49

Fire in Surrounding Area49

Fire on School Grounds50

Loss or Failure Of Utilities50

Psychological Trauma51

Tactical Responses to Criminal Incidents52

Emergency Evacuation Map54

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Definition: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

C. Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Lakeside Union School District to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

A 72-hour supply kit for the home

A Car Kit, including comfortable clothes/shoes and medications

To develop a plan to reunite with their family

A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

When a local emergency has been proclaimed, When a state of emergency has been proclaimed, or When a federal disaster declaration has been made.

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Until regular dismissal time and released only then if it is considered safe,
OR

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
 - Peacetime Bomb Threat
 - Chemical Accident
 - Explosion or Threat of an Explosion
 - Following an Earthquake
 - Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

Severe Windstorm (short warning)

Biological or Chemical Threat

Sniper Attack

Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions Outside of School Buildings
- Earthquake: move away from buildings -Take a protective position, if possible Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Tierra del Sol Middle School adheres to Lakeside Union School Districts Board Policy 5132: Dress And Grooming. The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period, whether on or off the campus.

During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.

Robbery or extortion.

Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

Brandishing a knife at another person.

Unlawfully selling a controlled substance as defined by Education Code.

Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lsusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures. Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

TDS Dress Code Policy

Tierra del Sol Middle School is a place of learning. Student appearance and dress should be a reflection of a serious learning environment. The following middle school dress code has been adopted in accordance with California Education Code, Section 48907, as well as Title IX requirements. We appreciate your support and adherence to these guidelines.

Why is there a dress code? The purpose of a dress code is to provide guidance to students and parents as to appropriate attire for school and at any school function. In addition, the dress code is a primary means of helping students learn a skill, which is required for success in getting and keeping employment linked to attire. As adults we know that there is a difference between dressing for our jobs and dressing for recreation, and therefore having students practice this distinction while at TdS is a way to promote long-term success. Our guiding principles for the dress code are based on clothing that does not distract from the learning environment, disrupt school activities, or create a safety hazard.

How did TdS create this dress code? TdS worked with teachers, staff members and students to update our current dress code. At the end of the 2021-2022 school year, students discussed the dress code in their CREW classes. In June, each CREW class sent one representative to discuss their class thoughts with Dr. Hardiman and Mrs. Macias-Gonzalez. The dress code was developed from that student feedback and teacher feedback as well.

What happens if my child is in violation of the dress code? Students who are in violation of the dress code will be asked to change into their PE clothes or they may call parents to have them bring a change of clothes. Administration also has loaner shirts and shorts that we have available for students who do not want to wear their PE clothes.

1. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, purses, etc.) shall be free of writing, pictures or any insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocate death, violence, racial, ethnic or gender bias, or religious prejudice.
2. Clothes shall be sufficient to cover undergarments at all times. Plunging necklines exposing cleavage, strapless or tube tops and bare midriffs are prohibited. Skirts and shorts worn by boys or girls that are inappropriate in length (they must reach the bottom of the hands when fist with arms straight to the sides) are strictly prohibited. Undergarments such as bras, and boys and girls' underwear (including boxers) must not be visible.
3. Jewelry with sharp, jagged, or pointed parts which could injure students are not allowed. Chains that hang from pockets or belts are not allowed.
4. AirPods are not permitted in student ears during school hours. While sweaters with hoodies are permitted, hoods will remain off during class time. Religious headwear is always permitted.
5. Students must do their best to come to school clean, as to promote a healthy school environment. Students who need help with improving hygiene issues may visit our student pantry that is located in Mrs. Macias' office. We have showers on campus for students who need extra support with hygiene issues. We are here to support all students.
6. Writing on skin or clothing is prohibited.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: OLPH Church

Address: 13208 Lakeshore Dr. Lakeside, CA 92040

Contact: Karen Woolard, Office Manager

Phone Number: 619-443-1412

Date of Agreement: December 2021

Organization: VFW Carter-Smith Post 5867

Address: 12650 Lindo Lane Lakeside, CA 92040

Contact: Wendy Calderon

Phone Number: 619-259-9727

Date of Agreement: December 2021

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training Date:

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Tierra del Sol Middle School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Tierra del Sol Middle School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023. Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

A link to our Discipline Chart and Disciplinary Policies are located at:

https://docs.google.com/document/d/18xSbiLMi95OdxGn8eDr3tLFFlJx45lyVJ_3n4LE4IJU/edit?usp=sharing

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(J) Procedures to Prepare for Active Shooters

Active Shooter / Armed Assailant Situations

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.²¹ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.²² These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., “Gun! Get out!”) to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

Students and staff should be trained to

Leave personal belongings behind;

Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;

Avoid escalators and elevators;

Take others with them, but not to stay behind because others will not go;

Call 911 when safe to do so; and

Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

Lock the doors;

Barricade the doors with heavy furniture;

Close and lock windows and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);

Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and

Remain in place until given an all clear by identifiable law enforcement officers.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.²³ While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

20 As part of its preparedness mission, Ready Houston produces "Run, Hide, Fight" videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are available free of charge, and many are available at <http://www.readyhouston.tx.gov/videos.html>

21 Occupants of both towers delayed initiating their evacuation after World Trade Center 1 was hit. In World Trade Center 1, the median time to initiate evacuation was 3 minutes for occupants from the ground floor to floor 76, and 5 minutes for occupants near the impact region (floors 77 to 91). See National Institute of Standards and Technology, 2005. Federal Building and Fire Safety Investigation of the World Trade Center Disaster Occupant Behavior, Egress, and Emergency Communications. Available at http://www.mingerfoundation.org/downloads/mobility/nist_world_trade_center.pdf

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

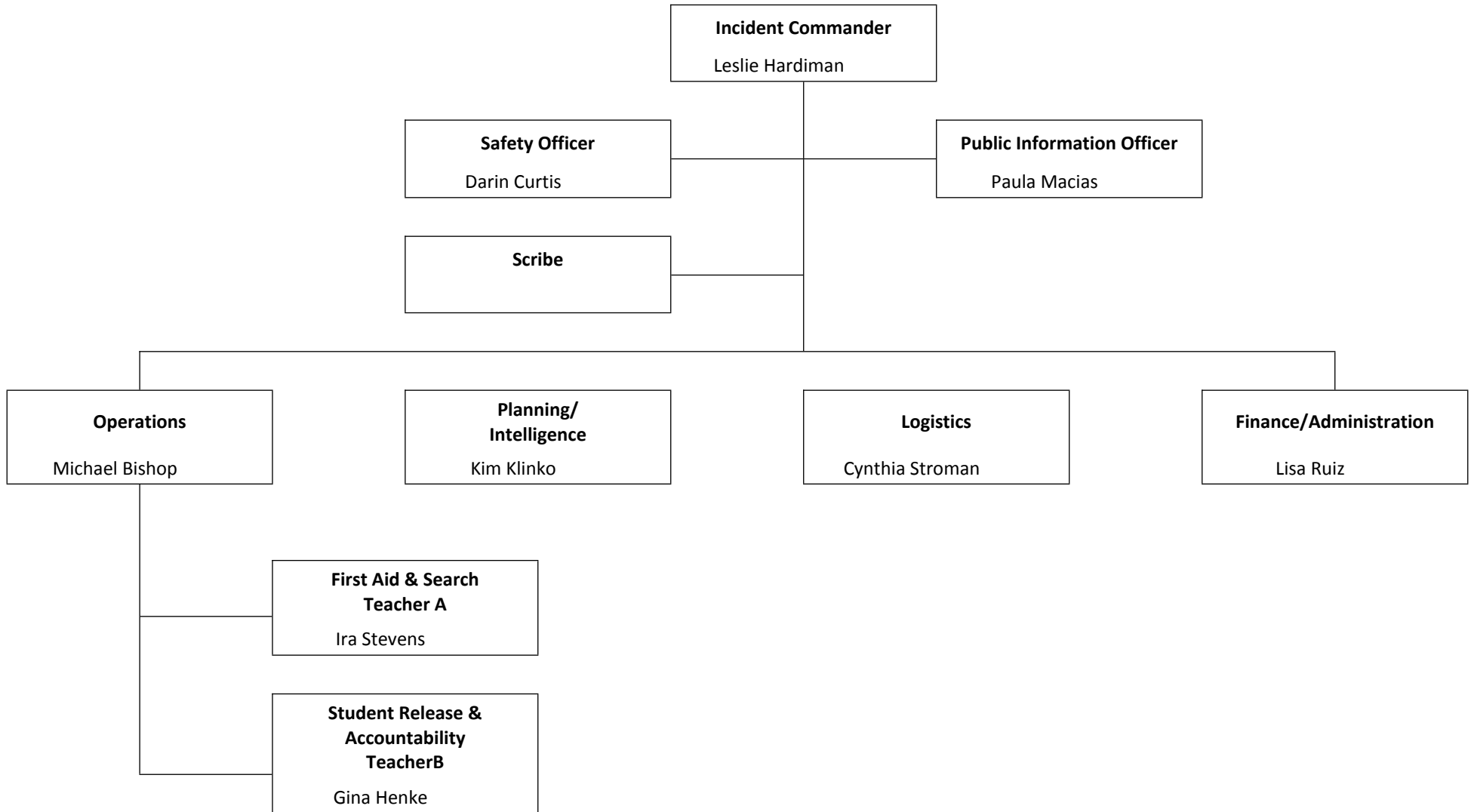
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lakeside Sheriff's Station	619-938-1360	
Law Enforcement/Fire/Paramedic	Santee Sheriff's Station	619-956-4000	
Law Enforcement/Fire/Paramedic	Lakeside Fire District	619-390-2350	
Local Hospitals	Sharp Grossmont Hospital		
Local Hospitals	Kaiser Permanente Hospital		
School District	Lakeside Union School District	619-390-2600	
Public Utilities	San Diego Gas & Electric	800-411-7343	
Other	Animal Control	800-222-1222	
Other	Poison Control	858-565-5173	
City Services	San Diego Public Health and Human Services	858-292-3500	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Review	August 28, 2024	B-Multi during Staff Meeting
Safety Meeting #1	September 26 2024	A-Conference after school
Safety Plan Review	November 6, 2024	B-Multi during Staff Meeting
Safety Meeting #2	January 29, 2025	A-Conference after school
Safety Plan Review/Evaluation of drills	February 5, 2025	B-Multi during Staff Meeting
Safety Meeting #3	March 19, 2025	A-Conference after school
Safety Plan Review	April 9, 2025	B-Multi during Staff Meeting
Safety Meeting #4	May 21, 2025	A-Conference after school
End of year Safety Plan Evaluation	June 4, 2025	B-Multi during Staff Meeting

Tierra del Sol Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Procedures for reporting: We are encouraging anyone who identifies a threat to immediately inform a school administrator, security personnel, or call 911 if appropriate.

Observation guidelines: The person identifying the threat needs to describe what constitutes a threat (suspicious individuals, unsafe situations, verbal threats, etc.).

Documentation: We will keep a record of the threat or incident with specifics (who, what, where, when, and how).

Step Two: Identify the Level of Emergency

Levels of emergencies: Minor (e.g., medical emergencies), moderate (e.g., fights), severe (e.g., fire, active shooter).

Criteria for assessment: We are determining the level based on immediate danger, potential harm, and the scale of the event.

Team roles: Identify which members of the staff will assess the situation (administrators, police officers, etc.).

Step Three: Determine the Immediate Response Action

Low-Level Threats: Call emergency services, follow routine response (e.g., first aid for injury).

Moderate Threats: Evacuate affected areas, initiate a lockdown or shelter-in-place as necessary.

Severe Threats: Evacuate the building or execute a full lockdown, contact emergency responders immediately.

Response Teams: Detail who will be responsible for leading each type of action (e.g., administrator to call 911, teachers to secure students).

Step Four: Communicate the Appropriate Response Action

Communication Channels: PA system, Google Chat, email, texts, phone calls, social media, etc.

Message Guidelines: Ensure communication is clear, concise, and provides instructions (e.g., "This is a lockdown. Remain in your rooms until further notice").

Chain of Command: We will decide who is responsible for sending out notifications (principal, vice-principal, district communication).

Parent Communication: We will notify parents of any emergency and updates on the status of students via Infinite Campus and/or Jupiter Grades.

Types of Emergencies & Specific Procedures

Armed Assault on Campus

. Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

42 of 54

9/30/24

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. **DO NOT LIGHT FLARES!**
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - **IF IT CAN BE DONE SAFELY**

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
Notify the Fire Department by calling 911.
Notify the Superintendent's office.
Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room.

If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

Effective January 2024, CA Ed Code 49414.3 Comprehensive School Safety Plans for school sites that serve grades 7-12 must include a plan for a response to an opioid overdose.

Tierra del Sol Middle School PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Tierra del Sol's primary goal in the fight against opioids and fentanyl use is prevention.

Tierra del Sol Middle School will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

Tierra del Sol Middle School will follow CA Ed Code 49414.3; 49414.8; LUSD's Administering Medication and Monitoring Health Conditions BP 5141.12; AR 5141.21

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Tierra del Sol Middle School uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SAMPLE NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

1 RECOGNIZE

Observe for signs of overdose

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

1

2 RESPOND

Immediately call for help:

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
- Breathe again
- Give one breath every 5 seconds

2

3 REVERSE

Administer Intra-Nasal Narcan

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

3

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols

4 REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

4

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow-up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride, or other opioid antagonist LUSD BP 5141.21, AR 5141.21.

This training will be provided at no cost to the employee, conducted during regular work hours, and be provided by a school nurse or other qualified person designated by an authorized physician and surgeon. Written materials provided during the training shall be retained at the school office for reference CA Ed Code 49414.3 and CA Ed Code 49414.8.

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health Website CA Ed Code 49414.8

Employees and volunteers that render emergency treatment at the scene of an opioid overdose, or suspected opioid overdose, by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct Health and Safety Code 1799.113.

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Lakeside Union School District has elected to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose (Administering Medication and Monitoring Health Conditions LUSD BP 5141.12; AR 5141.21 in accordance with CA Ed Code 49414.3; 49414.8.

The Principal shall designate two more volunteer employees to receive initial and annual refresher training based on standards adopted by the SPI regarding the storage and emergency use of naloxone hydrochloride or other opioid antagonist as per LUSD BP 5141.21, AR 5141.21.

Naloxone Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)

SAMPLE INDIVIDUAL DOCUMENTATION

Lakeside Union School District Health Procedure Training – Opioid Antagonist Naloxone
Documentation at **Tierra del Sol Middle School**

I, _____ have read, been trained and understand the following
(Print Full Name)
procedures for individual with identified opioid overdose:

- Understanding and identifying of signs of overdose
- Administration of Intra-Nasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

_____ I understand I need to maintain my skills and will be observed on an ongoing basis by the
Credentialed School Nurse

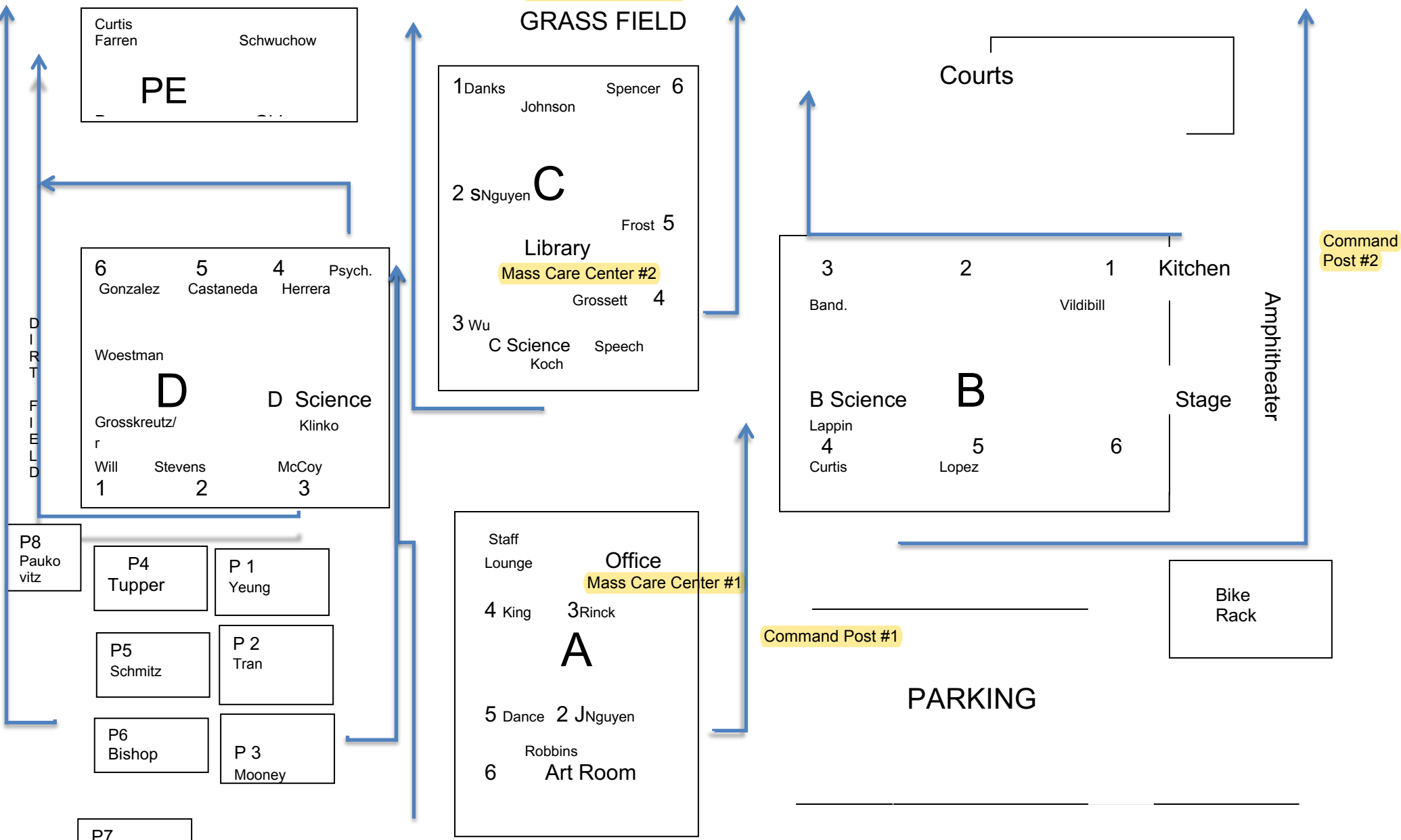
_____ I have had the opportunity to ask questions and have received satisfactory answers to my
questions.

_____ I possess a current CPR card, expiration date is: _____

TIERRA DEL SOL MIDDLE SCHOOL PRIMARY EVACUATION ROUTE

EAGLE'S NEST

2023-2024



EVACUATION ROUTES MAP

Comprehensive School Safety Plan

2024-2025 School Year

School: Winter Gardens Elementary School
CDS Code: 37681896038392
District: Lakeside Union School District
Address: 8501 Pueblo Rd.
Lakeside, CA 92040
Date of Adoption: October 24, 2018
Date of Update: October 2, 2024
Date of Review:
- with Staff Sept. 27, 2024
- with Law Enforcement Sept. 27, 2024
- with Fire Authority Sept. 27, 2024

Approved by:

Name	Title	Signature	Date
John Greenwell	Principal		
Fabiola Benito	Parent Rep		
Mariam Mitlich	Certificated Rep		
Michelle Castrejon	Classified Rep		
Sean O'Rourke	Law Enforcement		
Trevar Sidman	Fire Marshal		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	18
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	21
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	25
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	26
(J) Procedures to Prepare for Active Shooters.....	28
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	30
Safety Plan Review, Evaluation and Amendment Procedures.....	33
Safety Plan Appendices.....	34
Emergency Contact Numbers.....	35
Safety Plan Review, Evaluation and Amendment Procedures.....	36
Winter Gardens Elementary School Incident Command System.....	37
Incident Command Team Responsibilities.....	39
Emergency Response Guidelines.....	41
Step One: Identify the Type of Emergency.....	41
Step Two: Identify the Level of Emergency.....	41
Step Three: Determine the Immediate Response Action.....	41
Step Four: Communicate the Appropriate Response Action.....	42
Types of Emergencies & Specific Procedures.....	44
Armed Assault on Campus.....	44
Biological or Chemical Release.....	44
Bomb Threat/ Threat Of violence.....	50
Earthquake.....	51

Fire in Surrounding Area51

Fire on School Grounds52

Loss or Failure Of Utilities52

Psychological Trauma.....53

Tactical Responses to Criminal Incidents54

Emergency Evacuation Map.....56

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at school office.

Safety Plan Vision

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

Injury inflicted by another person

Sexual Abuse

Neglect of child's physical, health, and emotional needs.

Unusual and willful cruelty; unjustifiable punishment. Unlawful corporal punishment.

2. Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer:

To quell a disturbance threatening physical injury to a person or damage property

To prevent physical injury to another person or damage to property

For purposes of self-defense

To obtain possession of weapons or other dangerous objects within the control of a child To apprehend an escapee

B. Mandated Child Abuse Reporting

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

There is lewd and lascivious acts committed by a partner more than 10 years older than the child The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the San Diego County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (800) 344-6000

F. Staff Training: All staff engage in mandated child abuse reporting training annually.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

. Routine and Emergency Disaster Procedures: Drills

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing \$district_name\$ clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to

carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

B. Fire Drills

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

The Fire Alarm can be heard by all staff and students.

Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

Evacuation areas will be established away from fire lanes.

Teachers and students are staged in an orderly fashion away from fire lanes.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

C. Active Shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

- a. Locking doors
- b. Covering windows
- c. Turning off lights
- d. Building barricades
- e. Reviewing classroom and all clear procedures
- f. Reviewing off site evacuation locations

Send a follow-up reminder memo to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

VI. Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District 's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency

Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.

Describes and details procedural steps necessary to protect lives and property.

Outlines coordination requirements.

Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Protect the safety and welfare of students, employees and staff.

Provide for a safe and coordinated response to emergencies.

Protect the District's facilities and properties.

Enable the District to restore normal conditions with minimal confusion in the shortest time possible. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

Provide for interface and coordination between sites and the County or city EOC in which they reside. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

A. Definition: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of War Emergency

State of Emergency

State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

B. Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

C. Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Lakeside Union School District to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

D. Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

E. First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

A 72-hour supply kit for the home

A Car Kit, including comfortable clothes/shoes and medications

To develop a plan to reunite with their family

A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Diego County Office of Emergency Services, Lakeside Union School District website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

When a local emergency has been proclaimed, When a state of emergency has been proclaimed, or When a federal disaster declaration has been made.

F. District and Parent Responsibilities

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS,

ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Until regular dismissal time and released only then if it is considered safe,
OR

Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year.

In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

VII. Emergency Response Procedures

Section 8 content

A. Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
 - Peacetime Bomb Threat
 - Chemical Accident
 - Explosion or Threat of an Explosion
 - Following an Earthquake
 - Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event

a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

Severe Windstorm (short warning)
Biological or Chemical Threat
Sniper Attack
Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions Outside of School Buildings
- Earthquake: move away from buildings -Take a protective position, if possible Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

C. Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

Caused, attempted to cause, or threatened to cause physical injury to another person

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

Unlawfully offered, arranged, or negotiated to sell any controlled substance.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school or private property.

Possessed or used tobacco, or any products containing tobacco or 1nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit sexual assault.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

LUSD has the following Board Policy related to Suspension and Expulsion of Students: BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

D. Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

(E) Sexual Harassment Policies (EC 212.6 [b])

B. Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment: LUSD has the following Board Policies on Sexual Harassment, which can be viewed at www.lusd.net, under Leadership, Board of Trustees, Board Policies:

Board Policy 4119.91

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any persons who complain, testify or otherwise participate in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR

4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -

Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Board Policy 4219.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Board Policy 4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. (cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence is in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

C. Staff Training: All LUSD staff engage in mandated sexual harassment training annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Schools care about the well-being of their students, which is why we have implemented dress codes to ensure safety and minimize distractions during class. While it may seem like a minor issue, a student's clothing can impact their ability to focus and learn. To support outdoor activities, sun-protective clothing is allowed, and shoes with heel straps are required for added safety during physical education and recess. When it comes to clothing, jewelry, and personal items, our school has a strict policy for images or language that is crude, vulgar, profane, or sexually suggestive, as well as any references to drugs, alcohol, or tobacco. It's also important that clothing is sufficient to conceal undergarments and that hair is clean and groomed. These guidelines are in place to promote a safe and respectful learning environment free from distractions. Schools also have a strict policy against gang-related apparel to ensure student safety and discourage gang activity. In following these guidelines, students can focus on what truly matters – learning and growing as individuals. For more information, please see LUSD Regulation 5132: Dressing And Grooming.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

Identify off-campus evacuation site(s).

Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Wings & Mix Restaurant
Address: 12016 Short Street, Lakeside, CA 92040
Contact: Restaurant Owner
Phone Number: 619-443-0995
Date of Agreement: 9/2019

Organization: Riverview Elementary
Address: 9308 Winter Gardens Blvd., CA 92040
Contact: Grace Cox
Phone Number: 619-390-2992
Date of Agreement: 9.11.2022

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Winter Gardens Elementary School Student Conduct Code

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Lakeside Farms Elementary School will review Safety Plans and Procedures with all staff in August 2022, Feb 2023, Mar 2023.

Option-Based Safety Planning was provided in 2022. Tenets from training will be reviewed annually. REMS training was provided Administrative Staff on Dec. 2021. School Site Council was debriefed on REMS Training on Jan 2022.

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(INSERT LOW LEVEL REFERRAL CHART)

Conduct Code Procedures

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

D. School Discipline Chart and/or Selected Disciplinary Policies and Procedures.

(J) Procedures to Prepare for Active Shooters

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

Respond Immediately It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.²¹ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.²² These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., “Gun! Get out!”) to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

Students and staff should be trained to

Leave personal belongings behind;

Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;

Avoid escalators and elevators;

Take others with them, but not to stay behind because others will not go;

Call 911 when safe to do so; and

Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

Lock the doors;

Barricade the doors with heavy furniture;

Close and lock windows and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);

Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and Remain in place until given an all clear by identifiable law enforcement officers.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should

consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.²³ While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

20 As part of its preparedness mission, Ready Houston produces "Run, Hide, Fight" videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are available free of charge, and many are available at <http://www.readyhouston.tx.gov/videos.html>

21 Occupants of both towers delayed initiating their evacuation after World Trade Center 1 was hit. In World Trade Center 1, the median time to initiate evacuation was 3 minutes for occupants from the ground floor to floor 76, and 5 minutes for occupants near the impact region (floors 77 to 91). See National Institute of Standards and Technology, 2005. Federal Building and Fire Safety Investigation of the World Trade Center Disaster Occupant Behavior, Egress, and Emergency Communications. Available at http://www.mingerfoundation.org/downloads/mobility/nist_world_trade_center.pdf

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.
(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students.

Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.
(Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Safety Plan Review, Evaluation and Amendment Procedures

Education Code 32281 below describes participation of specific members of the school community in the writing and development of the Comprehensive School Safety Plan.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
 - (A) The principal or the principal's designee.
 - (B) One teacher who is a representative of the recognized certificated employee organization.
 - (C) One parent whose child attends the school.
 - (D) One classified employee who is a representative of the recognized classified employee organization.
 - (E) Other members, if desired.
- (3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

Safety Plan Appendices

Emergency Contact Numbers

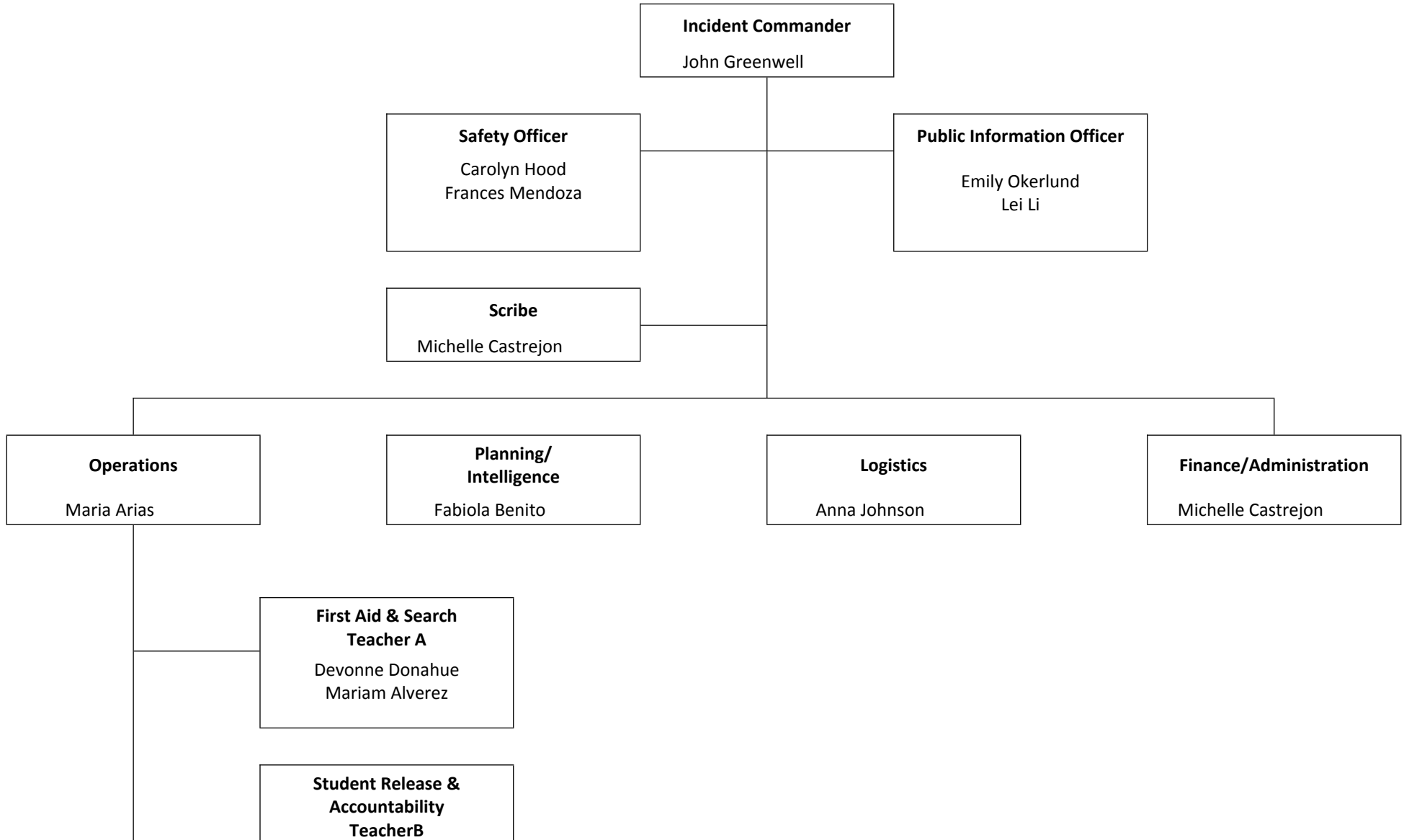
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Lakeside Union School District	619-390-2600	
Law Enforcement/Fire/Paramedic	Lakeside Substation	619-938-1360	858-565-5200 (Dispatch) 619-938-1360 (Business)

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Reviewed safety plan with staff	September 27, 2024	WG Staff Safety Plan
Reviewed safety plan with fire marshal	September 27, 2024	
Reviewed safety plan with law enforcement	September 27, 2024	

Winter Gardens Elementary School Incident Command System



Diego Guajardo
Ishuan Wu

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency

Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Safety Officer - ensures all activities are conducted in as safe a manner as possible

Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available

Liaison Officer – serves as the point-of-contact for agencies outside of the District’s organization

Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

Site Facility Check & Security – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control

Search & Rescue Leader and Team – conduct search and rescue operations once accountability process has identified missing persons. It’s important that the Team Leader remain at the

Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

First Aid & Medical Leader and Team – provide first aid and medical response including Critical Incident Stress

Management (CISM).

It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

Assembly Area Leader – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.

Student/Parent Reunification

Request Area – process requests by parents or authorized adults for release of students

Release Gate – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District’s Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident

Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

ON-SITE EVACUATION: Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies: Fire, Explosion or threat of explosion, Bomb threat, Post earthquake

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies: Fire, Explosion or threat of explosion, Bomb threat, Post earthquake, Chemical accident

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. **DUCK, COVER AND HOLD ON** is an appropriate action for use during an earthquake or explosion. Immediate **EVACUATION** and an emergency damage assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of **DUCK, COVER AND HOLD ON**.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. **SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the buildings.

Lock the doors;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible,

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and

Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Evacuation - Fire Alarm (P.A. System)

Duck, Cover, Hold On - P.A. System (In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.)
Shelter-In-Place - P.A. System (If P.A. system is not working, use email or written notes to classes)
Secure Campus - P.A. System
Lockdown - P.A. System
All-Clear - P.A. System

Step Four: Communicate the Appropriate Response Action

ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume. emergency damage assessment is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An emergency damage assessment should be performed following any event with the potential to cause damage to school facilities or equipment.

"LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

Lock the doors;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible,

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and Remain in place until the release from lockdown by school administration or evacuated by law enforcement. "

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

"TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings.

It is appropriate for, but not limited to, severe windstorms and tornados.

Move students and staff into the school's permanent buildings, on the ground floor.

Group students/staff together at the furthest point away from windows on the floor.

Face the wall with backs to the windows

Crouch down on knees and elbows

Hands covering the back of their head/neck

If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning. "

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. Structured Reunification should be used following any OFF-SITE EVACUATION.

EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.

"Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. Structured Reunification requires:

Maintaining accurate information on the location of each child.

Preventing unauthorized individuals from having access to or removing children.

Verifying the identity of individuals coming to take custody of children.

Verifying each individual has the legal right to take custody the child for which they have asked.

Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

Types of Emergencies & Specific Procedures

Armed Assault on Campus

Lockdown: Active Shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures. Call parents.

Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of personnel

Determine whether to initiate Shelter In Place Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical. Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Notify the Todd Owens with the following information:

Comprehensive School Safety Plan

44 of 56

9/30/24

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at [Insert District Office Contact Name] and [Insert District Office Phone Number]. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Todd Owens and (619) 390-2800 .

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY

Take care of any injured Notify the District Office.

If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

Date, time, and exact location of the release

Name and telephone number of persons reporting the release

The type of fuel spilled and the estimated quantity

Description of potential hazards presented by the fuel spill

Document the time and date notification was made and the information provided

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

Excessive postage

Handwritten or poorly typed addresses

Incorrect titles

Title, but no name

Misspellings of common words

Oily stains, discolorations or odors

No return address

Excessive weight

Lopsided or uneven envelop

Protruding wires or aluminum foil

Excessive security material such as masking tape, string, etc.

Visual distractions

Ticking sound

Marked with restrictive endorsements, such as "Personal" or "Confidential." Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

Then leave the room and close the door, or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the

incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea.

Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are

indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization and Mass Prophylaxis Pandemic and Bio Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Lakeside Union School District County Public Health Department, City of Lakeside and Health Services school district officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

Statement of Agreement signed by San Diego County Public Health Department, City and school district

Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.

Establish that the City will provide security for the school district site

Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.

Ensure a manager is provided by the Public Health Department to oversee center operations Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

- 1) Superintendent's Office: Lisa DeRosier
- 2) School District Security: Todd Owens
- 3) Custodial Services or Facilities: Todd Owens

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be

utilized. The school district official then follows the guidelines shown below:

Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).

If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department

Establish that the City will provide security for the school district site

Contact principal of the school site being converted into an immunization center (mass prophylaxis center)

Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:

- Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
- Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
- Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

School site personnel compares supplies and materials used, physical property loss and damages

Both Public Health Department City and school site personnel inspect shelter site for -Material and supplies used

- Property loss
- Property damage

When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph)

Business Services

- Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
- Formalizes letter Public Health Department to file a claim covering loss and material usage

Bomb Threat/ Threat Of violence

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached). Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name -Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site. Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed. Maintain an open telephone line for communications. Secure all exits to prevent re-entry to buildings during the search period. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building. Re-occupy buildings only when proper authorities give clearance

Earthquake

B. Earthquake: Drop, Cover, and Hold

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire in Surrounding Area

Fire Near School

The Principal or designee shall:

Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
Notify the Fire Department by calling 911.
Notify the Superintendent's office.
Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire on School Grounds

Fire
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent

Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

Teachers will close doors upon evacuating.

Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

Search and rescue teams will assist any child or adult with mobility issues.

The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Loss or Failure Of Utilities

Power Outage/Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

Update each student's emergency card.

Determine availability of portable lighting at site, i.e. flashlights & batteries.

Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

Clear away materials and boxes from hallways and pathways.

Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

Plan alternative communication methods that suit your site, such as runners, cell phones, or radios. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable.

Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Psychological Trauma

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the San Diego County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the San Diego County Mental Health Department before reporting to their assigned campuses. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the San Diego County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

In police, fire or district debriefings with school staff, parents and impacted students, a representative from the San Diego County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Tactical Responses to Criminal Incidents

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

Have the person(s) under suspicion kept under constant covert surveillance.

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask them what their purpose is for being on campus.

Advise intruder of the trespass laws.

Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

H. Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and

STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

Upon emergency alert, secure work area and depart/report to assigned area.

Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

DO NOT re-enter the building without permission or request of emergency service authorities.

Remain in the general assembly areas and calm students if not assigned another duty.

When signaled to re-enter safe areas of the school, quickly do so.

Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

Upon alert, assemble students for evacuation using designated routes and account for all students.

Secure room.

If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

Upon arrival at the assembly area, account for all students.

Secure medical treatment for injured students.

Report any students missing or left behind because of serious injuries.

Stay with and calm students.

If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Check room and report anything amiss to the Team Leader and/or Operations Chief. Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees. Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Evacuation Map

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Adoption of Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment

Background (Describe purpose/rationale of the agenda item):

Adoption is requested of Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment. Policy updated to reflect NEW FEDERAL REGULATIONS (89 Fed. Reg. 33474) which (1) clarify that discrimination on the basis of sex, including sex-based harassment, for the purpose of Title IX includes sex stereotypes; sex characteristics; gender identity; sexual orientation; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions or recovery; and parental, marital, and family status, and (2) require a district with knowledge of alleged conduct, which occurs in a district program or activity on or after August 1, 2024, that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, to follow Title IX grievance procedures when investigating and resolving a complaint based on the alleged conduct. Additionally, policy updated to reflect NEW LAW (SB 700, 2023) which prohibits the district from discriminating against an employee in termination, or any term or condition of employment, or otherwise penalizing a person, based on the person's use of cannabis when off the job or away from the workplace. In addition, policy updated to move material related to sex discrimination to Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment in order to keep material related to sex discrimination and sex-based harassment together. Policy also updated to provide that employees are required to report incidents of prohibited discrimination within one workday, which may be modified to reflect the district's timeline, in order to maintain consistency of such reporting requirements across the policy manual.

Fiscal Impact (Cost):

N/A

Funding Source: N/A

[Click here to enter text.](#)

Addresses Emphasis Goal(s):

- #1:** Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|-----------------------------------------------------|----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race; color; ancestry; national origin; age; religious creed; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family or marital status, physical or mental disability; medical condition; genetic information; veteran and military status; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or association with a person or group with one or more of these actual or perceived characteristics.

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decision-making, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that such inquiry is necessary to comply with federal immigration law. (2 CCR 11028)

Unless otherwise provided for in law, the district may not discriminate against an employee, including an applicant for employment, in any term or condition of employment, or otherwise penalize a person, including termination, based on the person's use of cannabis off the job and away from the workplace, or on a drug screening which finds that the person has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

- 1) Hiring, compensation, terms, conditions, and other privileges of employment
- 2) Taking adverse employment actions, such as termination or the denial of employment, promotion, job assignment, or training

NONDISCRIMINATION IN EMPLOYMENT (Con't)

- 3) Unwelcome conduct, whether verbal, physical, or visual, that is offensive and so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment
- 4) Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination as specified in Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
 - c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee
 - e. Requiring an applicant or employee to disclose information relating to the employee's reproductive health decision-making.

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the

NONDISCRIMINATION IN EMPLOYMENT (Con't)

purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation. However, complaints alleging sex discrimination under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator within one workday. All other employees shall report such incidents to their supervisor or designated district coordinator within one workday.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Civil Rights Department, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

Policy 4030
adopted: September 17, 2012
revised: October 10, 2024

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

NONDISCRIMINATION IN EMPLOYMENT

All allegations of discrimination in employment, including those involving an employee, job applicant, inter, volunteer, or other person contracted to provide services to the district shall be investigated and resolved in accordance with procedures specified in this administrative regulation. However, complaints alleging sex discrimination under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to organize and manage the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

ASSISTANT SUPERINTENDENT, HUMAN RESOURCES

(position title)

12335 WOODSIDE AVENUE, LAKESIDE CA 92040

(address)

(619) 390-2618

(telephone number)

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the district has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Civil Rights Department (CRD) posters on the prohibition of workplace discrimination and harassment, including sex-based harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 12950; 2 CCR 11013, 11023, 11049)
2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information by: (5 CCR 4960; 34 CFR 100.6, 106.8)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
 - b. Posting them in all district schools and offices, including staff lounges and other prominent locations

NONDISCRIMINATION IN EMPLOYMENT (Con't)

- c. Posting them on the district's website and providing easy access to them through district-supported social media, when available
3. Disseminate the district's nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2 CCR 11023)
 - a. Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return
 - b. Sending a copy via email with an acknowledgment return form
 - c. Posting a copy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
 - d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session
 - e. Any other way that ensures employees receive and understand the policy
 4. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)
 - a. The district does not discriminate on the basis of sex in any education program or activity that it operates
 - b. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or the U.S. Department of Education Office for Civil Rights
 - c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator
 - d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints
 - e. How to report conduct that may constitute sex discrimination under Title IX
 - f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

NONDISCRIMINATION IN EMPLOYMENT (Con't)

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

5. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior
6. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made, as well as any additional training as specified in 34 CFR 106.8 related to the prohibition of Title IX sex discrimination

The district may also provide bystander intervention training to employees that includes information and practical guidance on how to recognize potentially problematic behaviors and which may motivate them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

7. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law and Board Policy 4111-Recruitment and Selection
8. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)

Complaint Procedure

Any complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant may inform a direct supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman. The complainant's direct supervisor may be bypassed in filing a complaint when the supervisor is the subject of the complaint.

The complainant may first attempt to resolve the situation informally with the complainant's supervisor before filing a written complaint.

NONDISCRIMINATION IN EMPLOYMENT (Con't)

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, and any other pertinent information which may assist in investigating and resolving the complaint.

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of the findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

NONDISCRIMINATION IN EMPLOYMENT (Con't)

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment does not occur. The report shall be presented to the Superintendent or designee.

A summary of the findings shall be presented to the complainant and the person accused.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either CRD or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. For filing a complaint with CRD alleging a violation of Government Code 12940-12952, within three years of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. For filing a complaint with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. For filing a complaint with EEOC after first with CRD, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by CRD, whichever is earlier (42 USC 2000e-5)

An employee may also file a complaint with the Wage and Hour Division of the U.S. Department of Labor for an alleged violation of the PUMP Act and/or the Equal Employment Opportunity Commission for failure to provide reasonable accommodations pursuant to the Pregnant Workers Fairness Act. (29 USC 218c, 218d, 42 USC 2000gg-2)

Additionally, an employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

Regulation 4030
adopted: September 17, 2012
revised: October 10, 2024

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Adoption of Board Policy and Administrative Regulation 4119.11/4219.11/4319.11: Sex Discrimination and Sex-Based Harassment

Background (Describe purpose/rationale of the agenda item):

Adoption is requested of Board Policy and Administrative Regulation 4119.11/4219.11/4319.11: Sex Discrimination and Sex-Based Harassment. Policy updated to include material related to sex discrimination, in addition to sex-based harassment. Additionally, policy updated to reflect NEW LAW (AB 1955, 2024) which prohibits a district, including a Governing Board member, from retaliating or otherwise taking adverse action against an employee, including by placing the employee on administrative leave, on the basis that the employee supported a student exercising rights specified in certain Education Code provisions, performed work in a manner consistent with the district's legal obligations related to educational equity, or provided instruction to students consistent with current content standards, curriculum frameworks, instructional materials adopted by the state board, and state law. In addition, policy updated to reflect NEW FEDERAL REGULATIONS (89 Fed. Reg. 33474) which (1) require districts to provide a notice of nondiscrimination on the basis of sex, (2) require employees with knowledge of conduct that reasonably may constitute sex discrimination or sex-based harassment in a district education program or activity to notify the Title IX Coordinator, (3) require a district with knowledge of alleged conduct, which occurs in a district program or activity on or after August 1, 2024, that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, to follow Title IX grievance procedures when investigating and resolving a complaint based on the alleged conduct, and (4) require the Title IX Coordinator to offer and coordinate supportive measures when notified of conduct that reasonably may constitute sex discrimination, including sex-based harassment. Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based.

Fiscal Impact (Cost):

N/A

Funding Source:

Click here to enter text.

Addresses Emphasis Goal(s):

- #1:** Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- Informational** **Denial/Rejection**
 Discussion **Ratification**
 Approval **Explanation:** Click here to enter text.

Adoption

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

All Personnel

BP 4119.11

4219.11

SEX DISCRIMINATION AND SEX-BASED HARASSMENT

4319.11

The following policy shall apply to all district employees, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing is committed to providing a safe work environment that is free of discrimination, harassment and intimidation. The Board prohibits sex discrimination, including sex-based harassment, as defined in the accompanying administrative regulation, in district programs and activities by and against district employees.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sex discrimination and sex-based harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sex discrimination and sex-based harassment policy to employees and others to whom the policy may apply
3. Publicizing and disseminating the district's sex discrimination and sex-based harassment policy to employees and others to whom the policy may apply
4. Ensuring prompt, thorough, fair, and equitable investigation of complaints through the appropriate state and/or federal procedures
5. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address sex discrimination and sex-based harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether sex discrimination and/or sex-based harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policies complaint procedures, or training, as appropriate and in accordance with law.

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

Reports and Complaints

Any district employee who has experienced sex discrimination or sex-based harassment in the district's education program or activity may file a complaint with the district's Title IX Coordinator. (34 CFR 106.2, 106.44)

Any employee with knowledge of conduct that reasonably may constitute sex discrimination or sex-based harassment by or against another district employee, a student, or a third party in a district education program or activity shall notify the Title IX Coordinator within one workday. An employee may be subject to discipline for failure to timely report such conduct. (34 CFR 106.44)

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances. (34 CFR 106.44)

Upon investigation of a sex discrimination or sex-based harassment complaint, any district employee found to have engaged or participated in sex discrimination or sex-based harassment or to have aided, abetted, incited, compelled, or coerced another to commit sex discrimination or sex-based harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

All Personnel

AR 4119.11
4219.11
4319.11

SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

The following administrative regulation shall apply to all allegations of sex discrimination and sex-based harassment by and against district employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by a student.

Definitions

Sex discrimination includes treating an employee differently based on the employee's sex, which includes differential treatment based on sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when prohibited conduct is so severe, persistent, or pervasive that it creates an intimidating, threatening, hostile, or offensive work environment; has the effect of substantially or unreasonably interfering with an employee's term or condition of employment; or otherwise adversely affects an employee's employment opportunities.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct
2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued) 4319.11

violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking, as defined in 34 CFR 106.2

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment.
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Examples of Sex Discrimination and Sex-Based Harassment

Examples of actions that might constitute sex-based harassment under state and/or federal law accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sex-based flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sex-based activity; sex-based jokes or stories; unwelcome sex-based slurs, epithets; threats, innuendoes; derogatory comments; sex-based degrading descriptions; or the spreading of sex-based rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; or messaging or displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; or cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX in accordance with Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and oversee, the district’s response to discrimination complaints processed under Administrative Regulation 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent of Human Resources
 (title or position)
12335 Woodside Ave. Lakeside, CA 92040
 (address)
619-390-2600
 (telephone number)

 (email)

The Superintendent or designee shall ensure that all employees receive training regarding sex discrimination and sex-based harassment in accordance with state and federal law.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment as specified in Government Code 12950.1. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program for supervisory employees shall include, but not limited to, the following: (Government Code 12950.1; 2 CCR 11024):

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued) 4319.11

1. Information and practical guidance regarding the federal and state laws the prohibition, against and the prevention and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.
12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued) 4319.11

Additionally, the Superintendent or designee shall ensure that all employees receive annual training related to their duties under Title IX in accordance with 34 CFR 106.8, and that a newly hired employee receive training promptly upon hire or change of position that alters the employee's duties under Title IX. (34 CFR 106.8)

The district's Title IX sex discrimination and sex-based harassment training shall include: (34 CFR 106.8)

1. The district's obligation to address sex-based discrimination, including sex-based harassment, in its education program or activity
2. The scope of conduct that constitutes sex discrimination under Title IX, including the definition of sex-based harassment
3. The notification and information requirements specified in 34 CFR 106.40 and 106.44

The district's Title IX sex-based harassment training and education program shall also include additional training required of supervisors; investigators, decisionmakers, and other persons who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; facilitators of an informal resolution process; and Title IX Coordinators and designees. (34 CFR 106.8)

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, the training date, training type, and the training provider's name. (2 CCR 11024)

Additionally, the Superintendent or designee shall retain for at least seven years the materials used to provide training as specified in 34 CFR 106.8, and to make these materials available, upon request, to members of the public. (34 CFR 106.8)

Notifications

To prevent unlawful sex discrimination and sex-based harassment, including retaliation, in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 4030 - Nondiscrimination in Employment.

In addition to the measures to prevent discrimination as specified in Administrative Regulation 4030 - Nondiscrimination in Employment, the Superintendent or designee shall ensure that a copy of the Board policy and this administrative regulation:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

All employees shall receive a copy of an information sheet-prepared by the California Civil Rights Department (CRD) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sex-based harassment
2. The definition of sex-based harassment under applicable state and federal law
3. A description of sex-based harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available CRD and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact CRD and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by CRD and the EEOC

Additionally, the district shall post, in a prominent and accessible location, the CRD poster on discrimination in employment and the illegality of sex-based harassment and the CRD poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment by and against employees shall be investigated and resolved as specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

If sex discrimination and sex-based harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sex discrimination and sex-based harassment, prevent recurrence, and address any continuing effects.

Regulation

approved: September 12, 2012

revised: October 10, 2024

LAKESIDE UNION SCHOOL DISTRICT

Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT							MONTH 1					8/19/2024 - 9/13/2024		DATE:9/26/2024
												M1	M1	
												24/25	23/24	
SCHOOL	TK	K	1	2	3	4	5	6	7	8	TOTAL	TOTAL	VARIANCE	
LAKESIDE FARMS	78	101	92	104	107	96	85				663	676	-13	
LAKEVIEW	46	100	93	96	124	96	112				667	666	1	
LEMON CREST	26	55	62	74	75	70	74				436	448	-12	
LINDO PARK	25	55	58	66	59	79	72				414	440	-26	
RIVERVIEW				104	125	119	122				470	499	-29	
WINTER GARDENS	103	120	48								271	300	-29	
LAKESIDE MIDDLE								242	256	225	723	673	50	
TIERRA DEL SOL								242	258	216	716	758	-42	
DREAM ACADEMY	0	22	15	14	15	15	14	20	12	11	138	77	61	
NPS/RTC	0	0	1	0	1	1	1	1	0	1	6	6	0	
DISTRICT TOTAL	278	453	369	458	506	476	480	505	526	453	4,504	4,543	-39	
YEAR OVER YEAR COMPARISON														
MONTH	AUG M0	AUG M1	SEP M2	OCT M3	NOV M4	DEC M5	JAN M6	FEB M7	MAR M8	APR M9	MAY M10	JUN M11		
2024-2025	4,501	4,504												
2023-2024	4,544	4,543	4,543	4,527	4,517	4,473	4,485	4,479	4,464	4,470	4,467	4,453		
2022-2023	4,566	4,519	4,517	4,535	4,531	4,513	4,543	4,527	4,532	4,528	4,516	4,497		
2021-2022	4,522	4,511	4,515	4,562	4,553	4,529	4,526	4,471	4,482	4,479	4,472	4,466		
2020-2021	4,655	4,674	4,673	4,668	4,665	4,659	4,654	4,659	4,642	4,659	4,661	4,652		
2019-2020	-	4,985	4,986	4,966	4,966	5,042	5,036	5,031	5,036	5,031	5,018	5,015		
2018-2019	-	5,073	5,054	5,054	5,046	5,098	5,110	5,098	5,090	5,081	5,070	5,028		
2017-2018	-	5,164	5,179	5,161	5,153	5,211	5,208	5,183	5,159	5,151	5,135	5,101		
2016-2017	-	5,051	5,039	5,045	5,031	5,103	5,091	5,080	5,059	5,071	5,050	5,023		
2015-2016	-	5,087	5,100	5,083	5,077	5,138	5,124	5,139	5,121	5,107	5,081	5,056		
2014-2015	-	5,003	5,005	4,010	4,992	4,986	5,040	5,008	5,021	5,015	5,006	-		
BARONA INDIAN CHARTER SCHOOL		GRADE	TK/K	1	2	3	4	5	6	7	8	TOTAL		
			15	14	7	8	9	15	5	9	3	85		
RIVER VALLEY CHARTER SCHOOL		GRADE	7	8	9	10	11	12				TOTAL		
			30	37	45	46	40	36				234		

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Second Reading of Board Policy 4033: Lactation Accommodation

Background (Describe the purpose/rationale of the agenda item):

A second reading is requested of Board Policy 4033: Lactation Accommodation. Policy updated to reflect NEW FEDERAL REGULATIONS (89 Fed. Reg. 33474) which (1) require districts to provide reasonable break time for employees to express breast milk or breastfeed, and to ensure that employees have access to a lactation space, as specified, (2) provide that "sex" for purposes of sex discrimination under Title IX includes lactation and related medical conditions or recovery, and (3) require a district with knowledge of alleged conduct, which occurs in a district program or activity on or after August 1, 2024, that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, to follow Title IX grievance procedures when investigating and resolving a complaint based on the alleged conduct. Additionally, policy updated to reflect the Providing Urgent Maternal Protections (PUMP) for Nursing Mother Act which (1) requires employers to provide reasonable break time for nursing employees to express breast milk for one year after the child's birth, and to ensure that employees have access to a lactation space, as specified, and (2) authorizes an employee to file a complaint with the Wage and Hour Division of the U.S. Department of Labor for violation of such act. In addition, policy updated to reflect the Pregnant Workers Fairness Act which (1) requires employers to provide reasonable accommodation to employees due to pregnancy, childbirth, or related medical conditions, including lactation, as specified, and (2) authorizes an employee to file a complaint with the Equal Employment Opportunity Commission for failure to provide reasonable accommodations pursuant to the act.

2nd Reading: revisions made to include "district employee" to match Labor Code 1034.

Fiscal Impact (Cost):

N/A

Funding Source:

[Click here to enter text.](#)

Addresses Emphasis Goal(s):

- #1:** Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- Informational** **Denial/Rejection**
 Discussion **Ratification**
 Approval **Explanation:** [Click here to enter text.](#)
 Adoption

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:

Rachel Camarero

Rachel Camarero, Executive Assistant

Rhonda Taylor

Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LACTATION ACCOMMODATION

The Governing Board recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any district employee to express breast milk for her an infant child upon her the employee's return returning to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee who seeks a workplace lactation accommodation. chooses to express breast milk for her infant child while at work.

An employee shall notify the employee's supervisor or other appropriate district administrator in advance of the intent to request an accommodation. The supervisor or appropriate district administrator shall respond to the request and shall work with the employee to make arrangements. If needed, the supervisor or appropriate district administrator shall address scheduling in order to ensure that the employee's essential job duties are covered during the break time.

Lactation accommodations shall be granted unless limited circumstances exist as specified in law. (Labor Code 1031, 1032; 29 USC 218d, 42 USC 2000gg-1)

Before a determination is made to deny lactation accommodations to an employee, the employee's supervisor shall consult with the Superintendent or designee. When lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

The Superintendent or designee shall provide a written response to any employee who was denied the accommodation(s). (Labor Code 1034)

The district shall include this policy in its employee handbook or in any set of policies that the district makes available to employees. In addition, the Superintendent or designee shall distribute this policy to new employees upon hire and when an employee makes an inquiry about or requests parental leave. (Labor Code 1034)

~~Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing mothers. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time. (moved)~~

~~Lactation accommodations may be denied only in limited circumstances in accordance with law. (Labor Code 1032; 29 USC 207) (moved)~~

~~Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the Superintendent or designee. In any case in which lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations. (moved)~~

Break Time and Location Requirements

The district shall provide a reasonable amount of break time to accommodate an employee each time she the employee has a need to express breast milk for her an infant child. (Labor Code 1030) (Labor Code 1030; 42 USC 2000gg-1; 34 CFR 106.57)

LACTATION ACCOMMODATION (Con't)

To the extent possible, ~~such~~ any break time granted for lactation accommodation shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC ~~207~~ 218d)

The employee shall be provided a ~~private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.~~ a lactation space which may be used by the employee for expressing breast milk or breastfeeding as needed. The lactation space shall be a private room or location, other than a bathroom, which may be the employee's work area or another location that is in close proximity to the employee's work area, and shall meet the following requirements: (Labor Code 1031; 29 USC 218d; 34 CFR 106.57)

1. Is shielded from view and free from intrusion while the employee is expressing breast milk
2. Is safe, clean, and free of hazardous materials, as defined in Labor Code 6382
3. Contains a place to sit and a surface to place a breast pump and personal items
4. Has access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump
5. Has access to a sink with running water and a refrigerator or, if a refrigerator cannot be provided, another cooling device suitable for storing breast milk in close proximity to the employee's workspace

If a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over other uses for the time it is in use for lactation purposes. (Labor Code 1031)

Dispute Resolution

Complaints alleging sex discrimination under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Additionally, an employee may file a complaint with the Wage and Hour Division of the U.S. Department of Labor for an alleged violation of the Providing Urgent Maternal Protections for Nursing Mothers Act and/or the Equal Employment Opportunity Commission for failure to provide reasonable accommodations pursuant to the Pregnant Workers Fairness Act. (29 USC 218c, 218d, 42 USC 2000gg-2).

In addition, an employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

LACTATION ACCOMMODATION

State	Description
2 CCR 11035-11051	Unlawful sex discrimination; pregnancy, childbirth, and related medical conditions
29 USC 218c	Fair Labor Standards Act; protections for employees
Civ. Code 43.3	Right of mothers to breastfeed in any public or private location
Ed. Code 200-262.4	Prohibition of discrimination
Gov. Code 12925-12954	Unlawful discriminatory employment practices
Gov. Code 12945	Unlawful discrimination based on pregnancy, childbirth, or related medical conditions
Lab. Code 1030-1034	Lactation Accommodation
Lab. Code 6382	Procedure for listing hazardous substances
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
29 CFR 1636	Implementation of the Pregnant Workers Fairness Act
29 USC 218d	Fair Labor Standards Act; Providing Urgent Maternal Protections for Nursing Mothers (PUMP) Act
34 CFR 106.1-106.82	Discrimination on the basis of sex; effectuating Title IX
42 USC 2000gg-2000gg-6	Pregnant Workers Fairness Act
Management Resources	Description
CA Department of Industrial Relations Publication	Rest Periods/Lactation Accommodation, Frequently Asked Questions
California Civil Rights Department Decision	Department of Fair Employment and Housing v. Acosta Tacos (Chavez), FEHC Precedential Decision 09-03P, 2009
California Department of Public Health Publication	Lactation Accommodation for Employers
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
Federal Register	Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 78, No. 244, pages 80073-80079
Office of the Surgeon General Publication	The Surgeon General's Call to Action to Support Breastfeeding, 2011

U.S. DoL, Wage and Hour Div.,
Publication
U.S. DoL, Wage and Hour Div.,
Publication
U.S. DoL, Wage and Hour Div.,
Publication
U.S. HHS Office on Women's Health
Publication
Website
Website
Website
Website
Website
Website
Website
Website
Website
Website

[Education FAQs](#)
[Frequently Asked Questions - Pumping Breast Milk at Work](#)
[Fact Sheet #73: FLSA Protections for Employees to Pump Breast Milk at Work, rev. January 2023](#)
[The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite, Toolkit, 2008](#)
[CSBA District and County Office of Education Legal Services](#)
[Equal Employment Opportunity Commission](#)
[California Department of Industrial Relations, Division of Labor and Standards Enforcement](#)
[California Department of Public Health](#)
[California Women, Infants and Children Program](#)
[Centers for Disease Control and Prevention](#)
[Health Resources and Services Administration](#)
[Office of the Surgeon General](#)
[U.S. Department of Labor, Wage and Hour Division, FLSA Protections to Pump at Work](#)

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4112.9	Employee Notifications
4112.9	Employee Notifications
4113.4	Temporary Modified/Light-Duty Assignment
4119.11	Sex Discrimination and Sex-Based Harassment
4119.11	Sex Discrimination and Sex-Based Harassment
4119.12	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4119.12	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4144	Complaints

4144	Complaints
4161.8	Family Care And Medical Leave
4212.9	Employee Notifications
4212.9	Employee Notifications
4213.4	Temporary Modified/Light-Duty Assignment
4219.11	Sex Discrimination and Sex-Based Harassment
4219.11	Sex Discrimination and Sex-Based Harassment
4219.12	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4219.12	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4244	Complaints
4244	Complaints
4261.8	Family Care And Medical Leave
4312.9	Employee Notifications
4312.9	Employee Notifications
4313.4	Temporary Modified/Light-Duty Assignment
4319.11	Sex Discrimination and Sex-Based Harassment
4319.11	Sex Discrimination and Sex-Based Harassment
4319.12	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4319.12	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
4344	Complaints
4344	Complaints
4361.8	Family Care And Medical Leave

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

Second Reading of Administrative Regulation and Exhibit E (1) 4119.12/4219.12/4319.12: Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures (New Administrative Regulation and Exhibit to LUSD)

Background (Describe purpose/rationale of the agenda item):

A second reading is requested of Administrative Regulation and Exhibit E (1) 4119.12/4219.12/4319.12: Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures (New Administrative Regulation and Exhibit) Regulation updated to reflect NEW FEDERAL REGULATIONS (89 Fed. Reg. 33474) which make extensive and significant changes to the title IX grievance procedures including that they (1) require a district with knowledge of alleged conduct, which occurs in a district program or activity on or after August 1, 2024, that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, to follow Title IX grievance procedures when investigating and resolving a complaint based on the alleged conduct, (2) require district's to follow "basic requirements" when implementing the Title IX grievance procedures, (3) modify the definition of a "complaint" and who may bring a complaint, (4) modify the Title IX Coordinator's responsibilities related to the initiation of a complaint when the alleged victim chooses to not bring a complaint, (5) modify the requirements related to the offering and coordination of supportive measures, (6) expand the requirements related to the dismissal of complaints, including the appeal of dismissals, (7) expand the requirements related to the informal resolution process, (8) amend requirements related to notice of allegations when a formal investigation is initiated by the district, (9) expand requirements related to the investigation procedures, (10) modify requirements related to the written decision, (11) alter the process for the appeal of the decision, (12) provide for extension of timelines, and (13) amend requirements for remedies, disciplinary actions, and record-keeping. Additionally, regulation updated to delete material defining sex-based harassment as the definitions for sex discrimination and sex-based harassment are contained within Administrative Regulation 4119.11 – Sex Discrimination and Sex-Based Harassment, and to delete material in regard to reporting of sex-based harassment as such material is contained within other related policies. Regulation also updated to add a section on Consolidation of Complaints, and material related to record-keeping requirements for complaints containing allegations of childhood sexual assault. Exhibit updated to reflect NEW FEDERAL REGULATIONS (89 Fed. Reg. 33474) which amend the Title IX notice of nondiscrimination on the basis of sex

Fiscal Impact (Cost):

N/A

Funding Source:

[Click here to enter text.](#)

Addresses Emphasis Goal(s):

#1: Academic Achievement

#2: Social Emotional

#3: Physical Environments

Recommended Action:

Informational

Denial/Rejection

Discussion

Ratification

Approval

Explanation: Click here to enter text.

Adoption

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the district, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the district should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably
2. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.

3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures
4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any
5. Establish a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay

Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If the respondent is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information of an allegation of sex discrimination, including sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A *complaint* is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.2)

Complaints of sex discrimination and sex-based harassment may only be brought by an employee, or former employee, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

1. The victim's request not to proceed with initiation of a complaint
2. The victim's reasonable safety concerns regarding initiation of a complaint
3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence
5. The age and relationship of the parties, including whether the respondent is an employee of the district
6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred
8. Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

In order to ensure that employees are not barred from reporting information about conduct that

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

reasonably may constitute sex discrimination under Title IX, including sex-based harassment, the Title IX Coordinator shall monitor the district for barriers to reporting and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the complainant or respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course- or work-related adjustment; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class or work schedules; mutual restrictions on contact; changes in class or work locations; leaves of absence; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.2, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44)

Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the district's education program or activity. (34 CFR 106.44)

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

1. The district is unable to identify the respondent after taking reasonable steps to do so
2. The respondent is not participating in the district's education program or activity and is not employed by the district
3. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 10 days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome
2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made
3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent
2. Implement appeal procedures equally for the parties
3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint
4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations
5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome
6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Administrative Regulation 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation, to the complainant and respondent. However, the district shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of employment or continuing employment, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)

The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed
2. Obtains the parties' voluntary consent to the informal resolution process

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district' education program or activity. (34 CFR 106.45)

Notice of Allegations

If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. Sufficient information, available at the time, to allow the parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that retaliation is prohibited
4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The district may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

Investigation Procedures

The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible
2. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance
3. Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:
 - a. Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence

If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.
 - b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence
 - c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures
4. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures
5. Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness
6. Exclude as impermissible the following types of evidence, and questions seeking that evidence:
 - a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

privilege or confidentiality is owed has voluntarily waived the privilege

- b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance procedures

Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment.

The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The district shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 30 days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall: (34 CFR 106.45)

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred
2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within 60 days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the district's decision of a complaint or any allegation in the complaint. (34 CFR 106.45)

When conducting an appeal, the district shall follow the appeal process as specified in Administrative Regulation 4030 - Nondiscrimination in Employment.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent as described in "Disciplinary Actions" below, including notification to the complainant of any such disciplinary sanctions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

Disciplinary Actions

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

When an employee is found to have committed sex discrimination, including sex-based harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex-based harassment, occurred. (34 CFR 106.45)

Record-Keeping

The Superintendent or designee shall maintain, for at least a period of seven years: (34 CFR 106.45)

1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures
2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented
3. All materials used to train district employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person who facilitates an informal resolution process

The district shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1):

1. A record of the allegation(s)
2. A record of the investigation procedures followed

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

3. A record of the written determination
4. A record of the corrective action implemented, if any
5. A record of any appeals and the outcome of the same
6. All training materials addressing the prohibition and investigation of childhood sexual assault

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-270	Prohibition of discrimination
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training
Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
U.S. DOJ, FBI Publication	National Incident-Based Reporting System
Management Resources	Description
Court Decision	Reese v. Jefferson School District (2000, 9th Cir.) 208 F.3d 736
Court Decision	Davis v. Monroe County Board of Education (1999) 526 U.S. 629
Court Decision	Gebser v. Lago Vista Independent School District (1998) 524 U.S. 274
Court Decision	Oona by Kate S. v. McCaffrey (1998, 9th Cir.) 143 F.3d 473
Court Decision	Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
Court Decision	Flores v. Morgan Hill Unified School District (2003, 9th Cir.) 324 F.3d 1130
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
Website	U.S. Department of Justice, Federal Bureau of Investigation
Website	CSBA District and County Office of Education Legal Services
Website	CSBA
Website	California Department of Education
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES (New Administrative Regulation to LUSD, not yet formally adopted in LUSD)

1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1313	Civility
3580	District Records
3580	District Records
3600	Consultants
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4033	Lactation Accommodation
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sex Discrimination and Sex-Based Harassment
4119.11	Sex Discrimination and Sex-Based Harassment
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.11	Sex Discrimination and Sex-Based Harassment
4219.11	Sex Discrimination and Sex-Based Harassment
4317.7	Employment Status Reports
4319.11	Sex Discrimination and Sex-Based Harassment
4319.11	Sex Discrimination and Sex-Based Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.7	Sex Discrimination and Sex-Based Harassment

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

First Reading of Board Policy and Administrative Regulation 1114: District-Sponsored social media.

Background (Describe purpose/rationale of the agenda item):

A first reading is requested of Board Policy and Administrative Regulation 1114: District-Sponsored social media. Policy updated to align with current terms, language, and practice related to the use of social media. Additionally, policy updated to expand the Governing Board's philosophical statement to recognize the value of sharing district information with families and the community, and the requirement to ensure that content posted by the district on an official district social media account is accessible to individuals with disabilities. In addition, policy updated to clarify that an official district social media account does not create an open public forum or otherwise guarantee an individual's right to free speech even if one or more features on the account permit interaction with and between members of the public. Policy also updated to expand instances where students or staff are subject to discipline to include engaging with an official district social media account in a manner that violates board policies and administrative regulations. Last Updated in LUSD: 9/17/2012

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

- #1:** Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- Informational** **Denial/Rejection**
 Discussion **Ratification**
 Approval **Explanation:** Click here to enter text.
 Adoption

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Policy 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 09/17/2012 | Last Reviewed Date: 09/17/2012

The Governing Board recognizes the value of technology such as social media platforms in promoting to share district information with families and the community and promote community involvement and collaboration in district decisions. The purpose of any official district social media platform account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, parents/guardians families, staff, and community members. The Superintendent or designer shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

The Superintendent or designee shall develop content guidelines and protocols for official district social media platforms accounts to ensure the public access, appropriate and responsible use of these resources, and compliance with law, Board board policy, and administrative regulation.

Guidelines for Content

Official district social media platforms accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. ~~By creating these official sites and allowing for public comment, the Board does~~ This policy is not intend intended to create a limited an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of the official district social media platforms accounts is clearly communicated to users. Each site account shall contain a statement that specifies specifying the site's purposes along with a statement of the account, that users are expected to use the site account shall only be used for those such purposes. ~~Each site shall also contain a statement that users are personally responsible for the content of their posts and any other user expectations or conditions as specified in the accompanying administrative regulation.~~

Official district social media platforms accounts may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content or otherwise engage with an official social media account in a manner that violates board policies and administrative regulations shall be subject to discipline in accordance with district such applicable policies and administrative regulations.

Users of official district social media platforms accounts, and anyone who posts, replies or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted or left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act. ~~The Board expects users to conduct themselves in a respectful, courteous, and professional manner.~~

Privacy

~~The~~ To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms accounts.

As it pertains ~~Board policy pertaining~~ to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, ~~as specified~~ official district social media accounts shall operate in BP-accordance with Board Policy 1113 - District and School Websites;. ~~shall also apply to official district social media platforms.~~

Social media and networking sites and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

policy.

State References

Ed. Code 32260-32262
Ed. Code 35182.5
Ed. Code 48900
Ed. Code 48907
Ed. Code 48950
Ed. Code 49061
Ed. Code 49073
Ed. Code 60048
Gov. Code 3307.5
Gov. Code 54952.2
Gov. Code 7920.000-7930.215

Federal References

17 USC 101-1101
20 USC 1232g
29 USC 157
29 USC 794
34 CFR 99.1-99.67

Management Resources References

Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Facebook Publication
National Labor Relations Board Decision 18-CA-1908
Website
Website
Website
Website
Website

Cross References

0000
0000
0410
0440

Description

[Interagency School Safety Demonstration Act of 1985](#)
[Contracts for advertising](#)
[Grounds for suspension or expulsion](#)
[Exercise of free expression; time, place, and manner rules and regulations](#)
[Speech and other communication](#)
[Definitions; directory information](#)
[Release of directory information](#)
[Commercial brand names, contracts or logos](#)
[Publishing identity of public safety officers](#)
[Brown Act; definition of meeting](#)
[California Public Records Act](#)

Description

Federal copyright law
Family Educational Rights and Privacy Act (FERPA) of 1974
Employee rights to engage in concerted, protected activity
Rehabilitation Act of 1973; Section 504
Family Educational Rights and Privacy

Description

Lindke v. Freed (2024) 601 U.S. 187
Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112
Board of Education, Island Trees Union Free School District, et.al. v. Pico (1982) 457 U.S. 853
Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275
Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37
Downs v. Los Angeles Unified School District (9th Cir. 2000) 228 F.3d 1003
[Facebook for Educators Guide, 2013](#)
Sears Holdings, December 4, 2009
[Meta in Education](#)
[CSBA District and County Office of Education Legal Services](#)
[Facebook, privacy resources](#)
[California School Public Relations Association](#)
[CSBA](#)

Description

[Vision](#)
[Vision](#)
[Nondiscrimination In District Programs And Activities](#)
[District Technology Plan](#)

Cross References

0440
0510
1100
1112
1113-E PDF(1)
1113
1113
1160
1230
1230
1260
1312.3-E PDF(1)
1312.3-E PDF(2)
1312.3
1312.3
1325
3515.7
3516
3516
4030
4030
4040
4040
4118
4118
4119.21-E PDF(1)
4119.21
4119.23
4131
4132
4218
4218
4219.21
4219.23
4232
4319.21-E PDF(1)
4319.21
4319.23
4331
4331

Description

[District Technology Plan](#)
[School Accountability Report Card](#)
[Communication With The Public](#)
[Media Relations](#)
[District And School Websites](#)
[District And School Websites](#)
[District And School Websites](#)
[Political Processes](#)
[School-Connected Organizations](#)
[School-Connected Organizations](#)
[Educational Foundation](#)
[Uniform Complaint Procedures](#)
[Uniform Complaint Procedures](#)
[Uniform Complaint Procedures](#)
[Uniform Complaint Procedures](#)
[Advertising And Promotion](#)
[Firearms On School Grounds](#)
[Emergencies And Disaster Preparedness Plan](#)
[Emergencies And Disaster Preparedness Plan](#)
[Nondiscrimination In Employment](#)
[Nondiscrimination In Employment](#)
[Employee Use Of Technology](#)
[Employee Use Of Technology](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Professional Standards](#)
[Professional Standards](#)
[Unauthorized Release Of Confidential/Privileged Information](#)
[Staff Development](#)
[Publication Or Creation Of Materials](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Professional Standards](#)
[Unauthorized Release Of Confidential/Privileged Information](#)
[Publication Or Creation Of Materials](#)
[Professional Standards](#)
[Professional Standards](#)
[Unauthorized Release Of Confidential/Privileged Information](#)
[Staff Development](#)
[Staff Development](#)

Cross References

4332
5022
5022
5125
5125
5125.1-E PDF(1)
5125.1
5125.1
5131
5144
5144
5144.1
5144.1
5145.2
5145.2
5145.3
5145.7-E PDF(1)
5145.7
5145.7
6020
6020
6145.5
6145.5
6162.6
6162.6
6163.4
6163.4
9010
9012

Description

[Publication Or Creation Of Materials](#)
[Student And Family Privacy Rights](#)
[Student And Family Privacy Rights](#)
[Student Records](#)
[Student Records](#)
[Release Of Directory Information](#)
[Release Of Directory Information](#)
[Release Of Directory Information](#)
[Conduct](#)
[Discipline](#)
[Discipline](#)
[Suspension And Expulsion/Due Process](#)
[Suspension And Expulsion/Due Process](#)
[Freedom Of Speech/Expression](#)
[Freedom Of Speech/Expression](#)
[Nondiscrimination/Harassment](#)
[Sex Discrimination and Sex-Based Harassment](#)
[Sex Discrimination and Sex-Based Harassment](#)
[Sex Discrimination and Sex-Based Harassment](#)
[Parent Involvement](#)
[Parent Involvement](#)
[Student Organizations And Equal Access](#)
[Student Organizations And Equal Access](#)
[Use Of Copyrighted Materials](#)
[Use Of Copyrighted Materials](#)
[Student Use Of Technology](#)
[Student Use Of Technology](#)
[Public Statements](#)
[Board Member Electronic Communications](#)

Regulation 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 09/17/2012 | Last Reviewed Date: 09/17/2012

Definitions

Social media means any online platform for collaboration, interaction, and or active participation, or that allows users to post content, including, but not limited to, social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, and LinkedIn, or blogs.

An ~~Official district social media account is an account on a social media platform is a site~~ authorized by the Superintendent or designee. ~~Sites An account that have not been authorized by the Superintendent or designee but that contain~~ contains content related to the district or comments on about district operations but that has not been created based on authorization or direction from the Superintendent or designee, such as a site an account created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are account, is not considered official district social media platforms.

Authorization for Official District Social Media Platforms

The Superintendent or designee shall authorize the development of any official district social media platform. Teachers an official social media account.

School-level employees such as teachers and coaches shall obtain approval authorization from the school principal before creating an official classroom or team social media platform account.

Guidelines for Content

The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms Each official district social media account shall contain content that is useful and appropriate for all audiences.

The Superintendent or designee District employees or agents in charge of posting or adding information to an official district social media account shall ensure that copyright laws are not violated in the use of material on official district social media platforms accounts.

The Superintendent or designee shall ensure that official district social media platforms accounts are regularly monitored. Staff members responsible for monitoring content may remove posts or even suspend users from interacting with the account only

based on viewpoint-neutral considerations, such as lack of relation to the site's account's purpose or violation of the district's policy, regulation, or content guidelines board policies or administrative regulations.

Each official district social media platform account shall, as appropriate, prominently display a link to this regulation or a statement that includes Items #1-10 below:

1. The purpose (s) of the site along with a statement that users are expected to use the site only for those intended purposes: account, such as providing information to a class, school community, athletic team, or student club; engaging with the public regarding district decisions and Governing Board meetings; and sharing information regarding employment opportunities with the district.
2. Information on how to use the security settings of the social media platform. Users shall use the site only for those intended purposes
3. A statement that the site The account is regularly monitored and that any inappropriate post interaction will be promptly removed, blocked, or similarly addressed. Inappropriate posts interactions include those, but are not limited to, interactions that:
 - a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school district premises, violation of district or school rules, or substantial disruption of to the district or school's orderly operation
 - b. Are not related to the stated purpose of the site account, including, but not limited to, threats, comments of a commercial nature, political activity, and comments that constitute discrimination or

harassment prohibited by board policies and administrative regulations

4. ~~Protocols for users, including expectations that users will~~ Users are expected to communicate in a respectful, courteous, and professional manner and are personally responsible for their use of the account.
5. ~~A statement that users are personally responsible for the content of their posts and that the district is not responsible for the content of external online platforms.~~ The district is not responsible for the content posted by other users or how other users interact with the account.
6. ~~A disclaimer that the~~ The views and comments expressed by other users on the site are account belong to those of the users and do not necessarily reflect the views of the district.
7. ~~A disclaimer that any~~ Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district.
8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media platforms accounts.
9. Violations may be reported to the appropriate social media platform, law enforcement, or other third parties, as appropriate.
10. A user may be suspended from interacting with the account for one month upon three prior violations and for six months upon two prior one-month suspensions.

Appropriate Use by District Employees

District employees who participate in official district social media platforms accounts shall adhere to all applicable district board policies and procedures administrative regulations, including, but not limited to, professional standards related to interactions with students.

When appropriate, employees using posting, replying, or otherwise interacting with the public outside of their professional duties or responsibilities on official district social media platforms accounts shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media platforms accounts.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

Ed. Code 32260-32262

Ed. Code 35182.5

Ed. Code 48900

Ed. Code 48907

Ed. Code 48950

Ed. Code 49061

Ed. Code 49073

Ed. Code 60048

Gov. Code 3307.5

Gov. Code 54952.2

Gov. Code 7920.000-7930.215

Description

[Interagency School Safety Demonstration Act of 1985](#)

[Contracts for advertising](#)

[Grounds for suspension or expulsion](#)

[Exercise of free expression; time, place, and manner rules and regulations](#)

[Speech and other communication](#)

[Definitions; directory information](#)

[Release of directory information](#)

[Commercial brand names, contracts or logos](#)

[Publishing identity of public safety officers](#)

[Brown Act; definition of meeting](#)

[California Public Records Act](#)

Federal References

17 USC 101-1101

20 USC 1232g

Description

Federal copyright law

Family Educational Rights and Privacy Act (FERPA) of 1974

Federal References

29 USC 157
 29 USC 794
 34 CFR 99.1-99.67

Description

Employee rights to engage in concerted, protected activity
 Rehabilitation Act of 1973; Section 504
 Family Educational Rights and Privacy

Management Resources References

Court Decision
 Court Decision
 Court Decision
 Court Decision
 Court Decision
 Court Decision
 Facebook Publication
 National Labor Relations Board Decision 18-CA-1908
 Website
 Website
 Website
 Website
 Website

Description

Lindke v. Freed (2024) 601 U.S. 187
 Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112
 Board of Education, Island Trees Union Free School District, et.al. v. Pico (1982) 457 U.S. 853
 Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275
 Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37
 Downs v. Los Angeles Unified School District (9th Cir. 2000) 228 F.3d 1003
[Facebook for Educators Guide, 2013](#)
 Sears Holdings, December 4, 2009
[Meta in Education](#)
[CSBA District and County Office of Education Legal Services](#)
[Facebook, privacy resources](#)
[California School Public Relations Association](#)
[CSBA](#)

Cross References

0000
 0000
 0410
 0440
 0440
 0510
 1100
 1112
 1113-E PDF(1)
 1113
 1113
 1160
 1230
 1230
 1260
 1312.3-E PDF(1)
 1312.3-E PDF(2)
 1312.3
 1312.3

Description

[Vision](#)
[Vision](#)
[Nondiscrimination In District Programs And Activities](#)
[District Technology Plan](#)
[District Technology Plan](#)
[School Accountability Report Card](#)
[Communication With The Public](#)
[Media Relations](#)
[District And School Websites](#)
[District And School Websites](#)
[District And School Websites](#)
[Political Processes](#)
[School-Connected Organizations](#)
[School-Connected Organizations](#)
[Educational Foundation](#)
[Uniform Complaint Procedures](#)
[Uniform Complaint Procedures](#)
[Uniform Complaint Procedures](#)
[Uniform Complaint Procedures](#)

Cross References

1325
3515.7
3516
3516
4030
4030
4040
4040
4118
4118
4119.21-E PDF(1)
4119.21
4119.23
4131
4132
4218
4218
4219.21
4219.23
4232
4319.21-E PDF(1)
4319.21
4319.23
4331
4331
4332
5022
5022
5125
5125
5125.1-E PDF(1)
5125.1
5125.1
5131
5144
5144
5144.1
5144.1
5145.2
5145.2

Description

[Advertising And Promotion](#)
[Firearms On School Grounds](#)
[Emergencies And Disaster Preparedness Plan](#)
[Emergencies And Disaster Preparedness Plan](#)
[Nondiscrimination In Employment](#)
[Nondiscrimination In Employment](#)
[Employee Use Of Technology](#)
[Employee Use Of Technology](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Professional Standards](#)
[Professional Standards](#)
[Unauthorized Release Of Confidential/Privileged Information](#)
[Staff Development](#)
[Publication Or Creation Of Materials](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Dismissal/Suspension/Disciplinary Action](#)
[Professional Standards](#)
[Unauthorized Release Of Confidential/Privileged Information](#)
[Publication Or Creation Of Materials](#)
[Professional Standards](#)
[Professional Standards](#)
[Unauthorized Release Of Confidential/Privileged Information](#)
[Staff Development](#)
[Staff Development](#)
[Publication Or Creation Of Materials](#)
[Student And Family Privacy Rights](#)
[Student And Family Privacy Rights](#)
[Student Records](#)
[Student Records](#)
[Release Of Directory Information](#)
[Release Of Directory Information](#)
[Release Of Directory Information](#)
[Conduct](#)
[Discipline](#)
[Discipline](#)
[Suspension And Expulsion/Due Process](#)
[Suspension And Expulsion/Due Process](#)
[Freedom Of Speech/Expression](#)
[Freedom Of Speech/Expression](#)

Cross References

5145.3

5145.7-E PDF(1)

5145.7

5145.7

6020

6020

6145.5

6145.5

6162.6

6162.6

6163.4

6163.4

9010

9012

Description[Nondiscrimination/Harassment](#)[Sex Discrimination and Sex-Based Harassment](#)[Sex Discrimination and Sex-Based Harassment](#)[Sex Discrimination and Sex-Based Harassment](#)[Parent Involvement](#)[Parent Involvement](#)[Student Organizations And Equal Access](#)[Student Organizations And Equal Access](#)[Use Of Copyrighted Materials](#)[Use Of Copyrighted Materials](#)[Student Use Of Technology](#)[Student Use Of Technology](#)[Public Statements](#)[Board Member Electronic Communications](#)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

First Reading of Administrative Regulation 3580: District Records

Background (Describe purpose/rationale of the agenda item):

A first reading is requested of Administrative Regulation 3580: District Records. The regulation had information that was not complete. There was an additional change to the electronic storage of emails from one year to two years. Last Updated in LUSD 12/10/2015

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

- #1: Academic Achievement #2: Social Emotional #3: Physical Environments

Recommended Action:

- Informational Denial/Rejection
 Discussion Ratification
 Approval Explanation: Click here to enter text.
 Adoption

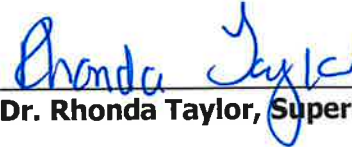
Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Regulation 3580: District Records

Status: DRAFT

Original Adopted Date: 12/10/2015 | Last Reviewed Date: 12/10/2015

Classification of Records

Records means all records, maps, books, papers, and documents of a school district required by law to be prepared or retained as necessary or convenient to the discharge of official duty. (5 CCR 16020)

Before January 1, the Superintendent or designee shall review the prior year's records and shall classify them as either a Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable) record. (5 CCR 16022)

Records of continuing nature (active and useful for administrative, legal, fiscal, or other purposes over a period of years) shall not be classified until such usefulness has ceased. (5 CCR 16022)

An inventory of equipment shall be a continuing record and shall not be classified until the inventory is superseded or until the equipment is removed from district ownership. (5 CCR 16022)

A student's cumulative record is a continuing record until the student ceases to be enrolled in the district. (5 CCR 16022)

When an electronic or photographed copy of a Class 1 (Permanent) record has been made, the copy may be classified as Class 1 (Permanent) and the original classified as either Class 2 (Optional) or Class 3 (Disposable). However, no original record that is basic to any required audit may be destroyed prior to the second July 1st succeeding the completion of the audit. (Education Code 35254)

Class 1 - Permanent Records

The original of each of the following records, or one exact copy of it when the original is required by law to be filed with another agency, is a Class 1 (Permanent) record and shall be retained indefinitely unless microfilmed in accordance with 5 CCR 16022: (5 CCR 16023)

1. Annual Reports

- a. Official budget
- b. Financial reports of all funds, including cafeteria and student body funds
- c. Audit of all funds
- d. Average daily attendance, including Period 1 and Period 2 reports
- e. Other major annual reports, including:
 - i. Those containing information relating to property, activities, financial condition, or transactions
 - ii. Those declared by Governing Board minutes to be permanent

2. Official Actions

- a. Minutes of the Board or Board committees, including the text of rules, regulations, policies, or resolutions included by reference only

- b. The call for and the result of any elections called, conducted, or canvassed by the Board
- c. Records transmitted by another agency pertaining to its action with respect to district reorganization

3. Personnel Records

Class 1 (Permanent) records include all detailed records relating to employment; assignment; amounts and dates of service rendered; termination or dismissal of an employee in any position; sick leave record; rate of compensation, salaries, or wages paid; and deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of the detailed records, a complete proven summary payroll record for each employee containing the same data may be classified as a Class 1 (Permanent) record and the detailed records may then be classified as Class 3 (Disposable) records.

Information of a derogatory nature as defined in Education Code 44031 shall be retained as a Class 1 (Permanent) record only when the time for filing a grievance has passed or the document has been sustained by the grievance process.

4. Student Records

The records of enrollment and scholarship for each student required by 5 CCR 432 and all records pertaining to any accident or injury involving a minor for which a claim for damages had been filed as required by law shall be classified as Class 1 (Permanent) records. These include any related policy of liability insurance, except that these records cease to be Class 1 (Permanent) records one year after the claim has been settled or the statute of limitations has expired.

5. Property Records

Class 1 (Permanent) records include all detailed records relating to land, buildings, and equipment. In lieu of detailed records, a complete property ledger may be classified as a Class 1 (Permanent) record. The detailed records may then be classified as Class 3 (Disposable) records if the property ledger includes all fixed assets; an equipment inventory; and, for each piece of property, the date of acquisition, name of previous owner, a legal description, amount paid, and comparable data if the unit is disposed of.

Class 2 - Optional Records

Any records considered temporarily worth keeping, but which are not Class 1 records, may be classified as Class 2 (Optional) records and shall be retained until reclassified as Class 3 (Disposable) records. If, by agreement of the Board and Superintendent or designee, classification of the prior year records has not been made before January 1 as specified in 5 CCR 16022, all records of the prior year may be classified as Class 2 (Optional) records pending further review and classification within one year. (5 CCR 16024)

Class 3 - Disposable Records

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) records shall be classified as Class 3 (Disposable) records. These include, but are not limited to, detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions; detailed records used in preparing another report; teachers' registers if all information required by 5 CCR 432 is retained in other records or if the General Records pages are removed from the register and classified as Class 1 (Permanent) records; and periodic reports, including daily, weekly, and monthly reports, bulletins, and instructions. (5 CCR 16025)

All Class 3 (Disposable) records shall be destroyed during the third school year after the school year in which the records originated. In addition, Class 3 (Disposable) records shall not be destroyed until after the third school year following the completion of any legally required audit or the retention period required by any agency other than the State of California, whichever is later. A continuing record shall not be destroyed until the fourth year after it has been classified as a Class 3 (Disposable) record. (5 CCR 16026, 16027)

Retention of Electronic Records

Email accounts are not intended for permanent storage of District records. It is each employee's responsibility to

save and/or file email that he or she receives and wishes thereafter to access, or that are District records and required to be retained by law. "District records" means all records, maps, books, papers, and documents prepared or retained as necessary or convenient to the discharge of official duty and includes any writing containing information related to the conduct of the public's business prepared, owned, used, or retained by the District regardless of physical characteristics. Emails or other electronic records related to District business shall be either: 1) saved to an electronic system other than the District email account, 2) electronically archived, or 3) printed on paper and filed as appropriate. It is presumed that District business emails will be stored in such manner by District employees on a regular basis, and therefore emails older than one two years may be purged by the District's information technology department, unless such emails are relevant to litigation or anticipated litigation. Email trash folders may be purged as often as every 90 day(s) by the District's information technology department.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR 16020-16022

Description

Records; general provisions

5 CCR 16023-16027

District records; retention and destruction

5 CCR 430

Individual student records; definition

5 CCR 432

Student records

Civ. Code 1798.29

[District records; breach of security](#)

Code of Civil Procedure 1985.8

[Electronic Discovery Act](#)

Code of Civil Procedure 2031.010-2031.060

[Civil Discovery Act: scope of discovery demand](#)

Code of Civil Procedure 2031.210-2031.320

[Civil Discovery Act: response to inspection demand](#)

Ed. Code 35145

[Public meetings](#)

Ed. Code 35163

[Official actions, minutes and journal](#)

Ed. Code 35252-35255

[Records and reports](#)

Ed. Code 44031

[Personnel file contents and inspection](#)

Ed. Code 49065

[Reasonable charge for transcripts](#)

Ed. Code 49069.7

[Absolute right to access](#)

Gov. Code 12946

[Fair Employment and Housing Act: discrimination prohibited](#)

Gov. Code 6205-6210

[Confidentiality of addresses for victims of domestic violence, sexual assault, stalking, or child abduction](#)

Gov. Code 7920.000-7930.170

[California Public Records Act](#)

Pen. Code 11170

[Retention of child abuse reports](#)

Federal References

20 USC 1232g

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.1-99.8

Family Educational Rights and Privacy Act

Management Resources References

Website

Description

[CSBA District and County Office of Education Legal Services](#)

Website

[California Secretary of State](#)

Cross References

0440

Description

[District Technology Plan](#)

0440

[District Technology Plan](#)

1100

[Communication With The Public](#)

Cross References

	Description
1112	Media Relations
1113-E PDF(1)	District And School Websites
1113	District And School Websites
1113	District And School Websites
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3311	Bids
3311	Bids
3440	Inventories
3452	Student Activity Funds
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514	Environmental Safety
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.5	Emergency Schedules
3523	Electronic Signatures
3523	Electronic Signatures
3542	School Bus Drivers
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040	Employee Use Of Technology

Cross References

4111.2
4111.2
4112.2
4112.2
4112.42
4112.42
4112.5-E PDF(1)
4112.5
4112.6
4112.9-E PDF(1)
4112.9
4112.9
4113
4113
4119.21-E PDF(1)
4119.21
4119.42-E PDF(1)
4119.42
4119.42
4131
4151
4211.2
4211.2
4212.42
4212.5-E PDF(1)
4212.5
4212.6
4212.9
4217.11
4219.21
4219.42-E PDF(1)
4219.42
4219.42
4251
4311.2
4311.2
4312.42
4312.5-E PDF(1)
4312.5
4312.6

Description

[Legal Status Requirement](#)
[Legal Status Requirement](#)
[Certification](#)
[Certification](#)
[Drug And Alcohol Testing For School Bus Drivers](#)
[Drug And Alcohol Testing For School Bus Drivers](#)
[Criminal Record Check](#)
[Criminal Record Check](#)
[Personnel Files](#)
[Employee Notifications](#)
[Employee Notifications](#)
[Employee Notifications](#)
[Assignment](#)
[Assignment](#)
[Professional Standards](#)
[Professional Standards](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Staff Development](#)
[Employee Compensation](#)
[Legal Status Requirement](#)
[Legal Status Requirement](#)
[Drug And Alcohol Testing For School Bus Drivers](#)
[Criminal Record Check](#)
[Criminal Record Check](#)
[Personnel Files](#)
[Employee Notifications](#)
[Preretirement Part-Time Employment](#)
[Professional Standards](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Employee Compensation](#)
[Legal Status Requirement](#)
[Legal Status Requirement](#)
[Drug And Alcohol Testing For School Bus Drivers](#)
[Criminal Record Check](#)
[Criminal Record Check](#)
[Personnel Files](#)

Cross References

4312.9
4319.21-E PDF(1)
4319.21
4319.42-E PDF(1)
4319.42
4319.42
4331
4331
4351
5111.1
5111.1
5113.2
5113.2
5125
5125
5125.1-E PDF(1)
5125.1
5125.1
5141
5141
5145.3
5145.6-E PDF(1)
5145.6
5145.7-E PDF(1)
5145.7
5145.7
5145.71-E PDF(1)

5145.71
5148
5148
5148.2
5148.2
5148.3
5148.3
6145.2
6158
6158
6159.2
6159.2

Description

[Employee Notifications](#)
[Professional Standards](#)
[Professional Standards](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Exposure Control Plan For Bloodborne Pathogens](#)
[Staff Development](#)
[Staff Development](#)
[Employee Compensation](#)
[District Residency](#)
[District Residency](#)
[Work Permits](#)
[Work Permits](#)
[Student Records](#)
[Student Records](#)
[Release Of Directory Information](#)
[Release Of Directory Information](#)
[Release Of Directory Information](#)
[Health Care And Emergencies](#)
[Health Care And Emergencies](#)
[Nondiscrimination/Harassment](#)
[Parent/Guardian Notifications](#)
[Parent/Guardian Notifications](#)
[Sex Discrimination and Sex-Based Harassment](#)
[Sex Discrimination and Sex-Based Harassment](#)
[Sex Discrimination and Sex-Based Harassment](#)
[Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures](#)
[Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures](#)
[Child Care And Development](#)
[Child Care And Development](#)
[Before/After School Programs](#)
[Before/After School Programs](#)
[Preschool/Early Childhood Education](#)
[Preschool/Early Childhood Education](#)
[Athletic Competition](#)
[Independent Study](#)
[Independent Study](#)
[Nonpublic, Nonsectarian School And Agency Services For Special Education](#)
[Nonpublic, Nonsectarian School And Agency Services For Special Education](#)

Cross References

6171

6171

7214

9011

9012

9324

Description[Title I Programs](#)[Title I Programs](#)[General Obligation Bonds](#)[Disclosure Of Confidential/Privileged Information](#)[Board Member Electronic Communications](#)[Minutes And Recordings](#)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: October 10, 2024

Agenda Item:

First Reading of Board Policy 6158: Independent Study

Background (Describe purpose/rationale of the agenda item):

A first reading is requested of Board Policy 6158: Independent Study. An updated change was needed for revisions to AB176 signed into law on September 30, 2024. The law allows changes the minimum period of time for independent study from three days to one day. Last Updated in LUSD 12/15/2022.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

- #1: Academic Achievement #2: Social Emotional #3: Physical Environments

Recommended Action:

- Informational Denial/Rejection
 Discussion Ratification
 Approval Explanation: Click here to enter text.
 Adoption

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Rachel Camarero, Executive Assistant


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Policy 6158: Independent Study

Status: DRAFT

Original Adopted Date: 09/17/2012 | Last Revised Date: 12/15/2022 | Last Reviewed Date: 12/15/2022

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short-or long-term placements, on a full-time or part-time basis and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5; CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be ~~three consecutive~~ **one** school days. (Education Code 46300)

General Independent Study Requirements

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed in as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of programs. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for ~~15~~ 16 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for ~~15~~ 16 school days or more who are: (Education Code 51747)

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for ~~15~~ 16 school days or more who: (Education Code 51747)

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include, local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for ~~15~~ 16 school days or more, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student, as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in

the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested, by the parent/guardian an advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for ~~one three~~ or more consecutive school days. (Education Code 46300, 51747)

For the ~~2022-23~~ 2024-25 school year, if a student receives special education and related services and the individualized education program (IEP) team decides the student can receive a free appropriate public education (FAPE) in independent study, "the certificated employee with responsibility for the student's special education programming" must be a signatory to the written agreement. (EC 51747(g)(9)(F) and 51749.6(b)(1))

For student participation for the ~~15-16~~ school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of ~~less than 15 school days or less~~, a signed written agreement shall be obtained ~~within ten school days of the first day of the student's enrollment~~ during the school year in which independent study takes place. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. ~~Before the commencement of~~ During the school year of which the independent study projected to last for ~~15~~ 16 school days or more, or ~~within ten school days of the first day of enrollment for independent study for less than 15 school days or less~~, the agreement shall be signed and dated by the student, the student's

parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment in or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed, written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as

measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR 11700-11705
 Ed. Code 17289
 Ed. Code 41020
 Ed. Code 41422
 Ed. Code 42238
 Ed. Code 42238.05
 Ed. Code 44865
 Ed. Code 46100
 Ed. Code 46200-46208
 Ed. Code 46300-46307.1
 Ed. Code 46390-46393
 Ed. Code 46600
 Ed. Code 47612-47612.1
 Ed. Code 47612.5
 Ed. Code 48204
 Ed. Code 48206.3
 Ed. Code 48220
 Ed. Code 48340
 Ed. Code 48915
 Ed. Code 48916.1
 Ed. Code 48917
 Ed. Code 49011
 Ed. Code 51225.3
 Ed. Code 51744-51749.6
 Ed. Code 52060
 Ed. Code 52523
 Ed. Code 56026
 Ed. Code 58500-58512
 Fam. Code 6550-6552

Description

Independent study
[Exemption for facilities](#)
[Requirement for annual audit](#)
[Emergency conditions and apportionments](#)
[Revenue limits](#)
[Local control funding formula; average daily attendance](#)
[Qualifications for independent study teachers](#)
[Length of school day](#)
[Incentives for longer instructional day and year](#)
[Methods of computing average daily attendance](#)
[Emergency average daily attendance](#)
[Interdistrict attendance computation](#)
[Charter School Operation](#)
[Charter schools operations: general requirements](#)
[Residency requirements for school attendance](#)
[Home or hospital instruction; students with temporary disabilities](#)
[Classes of children exempted](#)
[Improvement of pupil attendance](#)
[Expulsion; particular circumstances](#)
[Educational program requirements for expelled students](#)
[Suspension of expulsion order](#)
[Student fees](#)
[High school graduation requirements](#)
[Independent study](#)
[Local control and accountability plan](#)
[Adult education as supplement to high school curriculum: criteria](#)
[Individual with exceptional needs](#)
[Alternative schools and programs of choice](#)
[Caregivers](#)

Federal References

20 USC 6301
 20 USC 6311

Description

Highly qualified teachers
 State plan

Management Resources References

California Department of Education Publication

Description

Legal Requirements for Independent Study

Management Resources References

California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 California Department of Education Publication
 Court Decision
 Education Audit Appeals Panel Publication
 Website
 Website
 Website
 Website

Description

[Conducting Individualized Determinations of Need](#)
[AA & IT Independent Study FAQs](#)
[California Digital Learning Integration and Standards Guidance, May 2021](#)
 Elements of Exemplary Independent Study
 Modesto City Schools v. Education Audits Appeal Panel (2004) 123 Cal.App.4th 1365
 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
[CSBA District and County Office of Education Legal Services](#)
[California Consortium for Independent Study](#)
[California Department of Education, Independent Study](#)
[Education Audit Appeals Panel](#)

Cross References

0410
 0420.4
 0420.4
 0500
 3260
 3260
 3516.5
 3580
 3580
 4112.2
 4112.2
 4131
 5111.1
 5111.1
 5112.3
 5113
 5113
 5113.1
 5113.1
 5121
 5121
 5125
 5125
 5126
 5126
 5141.22
 5141.22

Description

[Nondiscrimination In District Programs And Activities](#)
[Charter School Authorization](#)
[Charter School Authorization](#)
[Accountability](#)
[Fees And Charges](#)
[Fees And Charges](#)
[Emergency Schedules](#)
[District Records](#)
[District Records](#)
[Certification](#)
[Certification](#)
[Staff Development](#)
[District Residency](#)
[District Residency](#)
[Student Leave Of Absence](#)
[Absences And Excuses](#)
[Absences And Excuses](#)
[Chronic Absence And Truancy](#)
[Chronic Absence And Truancy](#)
[Grades/Evaluation Of Student Achievement](#)
[Grades/Evaluation Of Student Achievement](#)
[Student Records](#)
[Student Records](#)
[Awards For Achievement](#)
[Awards For Achievement](#)
[Infectious Diseases](#)
[Infectious Diseases](#)

Cross References

5141.31
5141.31
5144.1
5144.1
5145.6-E PDF(1)
5145.6
5146
5146
6000
6011
6111
6143
6143
6152
6159
6159
6162.5
6162.51
6162.51
6164.5
6164.5
6181
6181
6183

Description

[Immunizations](#)
[Immunizations](#)
[Suspension And Expulsion/Due Process](#)
[Suspension And Expulsion/Due Process](#)
[Parent/Guardian Notifications](#)
[Parent/Guardian Notifications](#)
[Married/Pregnant/Parenting Students](#)
[Married/Pregnant/Parenting Students](#)
[Concepts And Roles](#)
[Academic Standards](#)
[School Calendar](#)
[Courses Of Study](#)
[Courses Of Study](#)
[Class Assignment](#)
[Individualized Education Program](#)
[Individualized Education Program](#)
[Student Assessment](#)
[State Academic Achievement Tests](#)
[State Academic Achievement Tests](#)
[Student Success Teams](#)
[Student Success Teams](#)
[Alternative Schools/Programs Of Choice](#)
[Alternative Schools/Programs Of Choice](#)
[Home And Hospital Instruction](#)