LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
AGENDA

Lakeside Auditorium
14535 Old River Road
Bakersfield, CA 93311

February 10, 2026
6:30 P.M.

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

1. CALL TO ORDER, ROLL CALL AND FLAG SALUTE

BOARD OF TRUSTEES: ____Mario Buoni(MB) ____Alan Banducci(AB)
____Tamara Jones(TJ) ____Russell Robertson(RR)
____Darin Buoni(DB)

2. PRESENTATION OF LCAP MID YEAR REVIEW.

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

A. Approve minutes of Regular Meeting of January 13, 2026.

B. Approve January End of Month Payroll - $1,008,734.19, and February Mid Month Payroll - $65,223.39.

C. Approve B-Warrants #11, #12

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

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

5. DISCUSSION OR ACTION ITEMS

A. General Control

(1) Discussion and Possible Action to Vote on Official 2026 Delegate Assembly Ballot Subregion 12-B.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(2) Approval of Lakeside School Comprehensive Safe School Plan for 2026-2027.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(3) Approval of BP 1445 – AR 1445.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

B. Budget and Finance

(1) Approval of 2024-2025 Audit Finding Corrective Action.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

6. CLOSED SESSION

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

- Employee Organizations: LTA, CSEA, Administration, and Confidential Management
- Labor Negotiators: Ty Bryson

7. OPEN SESSION

8. REPORT OF CLOSED SESSION

9. DISCUSSION OR ACTION ITEMS

A. Personnel

(1) Approval to Hire Andrea Santiago, 6.5 Hour Instructional Aide II at Suburu.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(2) Approval to Hire Angel Lomeli, 6.5 Hour Instructional Aide at Suburu.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(3) Approval to Hire Julianna Rodriguez Garcia, 6.5 Hour Instructional Aide II at Suburu.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(4) Approval to Hire Maria Perez, 2 Hour Supervision Aide at Suburu.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(5) Approval to Hire Yasmin Vargas Andrade, 6.5 Hour Instructional Aide at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(6) Approval of Confidential Management Technology Job Description and Salary Schedule.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

10. REPORTS AND CORRESPONDENCE

A. Enrollment Lakeside 928 Suburu 825 Total 1753

B. Correspondence

C. CSEA

D. CTA

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

F. Superintendent Report

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

12. ADVANCE PLANNING

A. Future Meeting Dates

(1) Regular Board Meeting – March 10, 2026 at 6:30 p.m. in the Lakeside Auditorium.

13. ADJOURNMENT Time: _____

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

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

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661-836-6658

Goal 1

Goal Description
To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP ELA Distance from Standard • All Students -34.1 • EL -64.8 • FY-No Data • Homeless - No Data • SED -43.2 • SWD - 117.2 • AA -74.3 • TMR -45.6 Performance Level LUSD • All students Orange • EL Orange • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR Orange	2024 CAASPP ELA Distance from Standard • All Students -38.2 • EL -76.8 • FY-No Data • Homeless - No Data • SED -47.4 • SWD -119.3 • AA -81.3 • TMR -34.8 Performance Level LUSD • All students Orange • EL Red • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR No Color		2025 CAASPP ELA Distance from Standard • All Students -31.6 • EL -67.5 • LTEL -91.9 • FY-No Data • Homeless - 40.9 • SED -42.3 • SWD -114 • AA -74.3 • TMR -37.1 Performance Level LUSD • All students Yellow • EL Yellow • LTEL Orange • FY No Color • Homeless No Color • Hispanic Yellow • SED Yellow • SWD Orange • AA Orange	2026 CAASPP ELA Distance from Standard • All Students -25.1 • EL -55.8 • FY-No Data • Homeless - No Data • SED -34.2 • SWD -108.2 • AA -65.3 • TMR -36.6 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Yellow • TMR Yellow
1.2	Distance from Standard (DFS) on CAASPP Math Assessment	2023 CAASPP Math	2024 CAASPP Math		2025 CAASPP Math	2026 CAASPP Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: CA School Dashboard Priority 4(a): Statewide assessments	Distance from Standard LUSD • All Students -85.3 • EL -99.6 • FY-No Data • Homeless - No Data • SED -89.1 • SWD -158.8 • AA -119.4 • Hispanic - 89.1 • TMR -104.7 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Orange • TMR Red Distance from Standard Lakeside School • All Students -99.7 • EL -127.2 • FY-No Data • Homeless - No Data • SED -102.4 • SWD -177 • AA -132.4	Distance from Standard LUSD • All Students -85.3 • EL -115.2 • FY-No Data • Homeless - No Data • SED -91.4 • SWD -145.8 • AA -118.7 • Hispanic - 92.6 • TMR -56.3 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Orange • AA Red • Hispanic Orange • TMR No Color Distance from Standard Lakeside School • All Students -96.3 • EL -131.6 • FY-No Data • Homeless - No Data • SED -103.3 • SWD -171.1		Distance from Standard LUSD • All Students -83.3 • EL -111.3 • LTEL -179.7 • FY-No Data • Homeless - 80.5 • SED -90.2 • SWD -147.8 • AA -113.5 • Hispanic - 89.1 • TMR -62.2 Performance Level LUISD • All students Orange • EL Orange • LTEL Orange • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Orange • Hispanic Yellow • TMR No Color Distance from Standard Lakeside School • All Students -93.3 • EL -127.4 • LTEL -179.6 • FY-No Data	Distance from Standard LUSD • All Students -76.3 • EL -90.6 • FY-No Data • Homeless - No Data • SED -80.1 • SWD -149.8 • AA -110.4 • Hispanic - 21.2 • TMR -95.7 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • Hispanic Green • TMR Orange Distance from Standard Lakeside School • All Students -90.7 • EL -118.2 • FY-No Data • Homeless - No Data • SED -93.4 • SWD -168 • AA -123.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Hispanic - 104.3 • TMR -133.1 Performance Level Lakeside School • All students Red • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Red • TMR No Color	• AA -148.9 • Hispanic - 101.2 • TMR Performance Level Lakeside School • All students: Orange • EL Red • FY No Color • Homeless No Color • SED Red • SWD Orange • AA No Color • Hispanic Orange • TMR No Color		• Homeless - No Data • SED -98.3 • SWD -173.6 • AA -120.6 • Hispanic - 98.8 • TMR -76.4 Performance Level Lakeside School • All students: Yellow • EL Orange • LTEL No Color • FY No Color • Homeless No Color • SED Orange • SWD Red • AA No Color • Hispanic Red • TMR No Color	• Hispanic - 95.3 • TMR -124 Performance Level Lakeside School • All students Orange • EL Orange • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • Hispanic Orange • TMR No Color
1.3	Distance from Standard (DFS) on CAASPP Science Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 19% • EL 0% • FY No Data • Homeless No Data • SED 19% • SWD 3.70% • AA No Data • TMR 0%	2024 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.19% • EL 0% • FY No Data • Homeless No Data • SED 20.45% • SWD 4.55% • AA No Data		2025 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 27% • EL 2.04% • FY No Data • Homeless No Data • SED 21.85% • SWD 0% • AA 5.26%	2026 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.1% • EL 7.7% • FY N/A • Homeless N/A • SED 22.5% • SWD 7.2% • AA 31.3% • TMR 11.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			• TMR No Data Distance from Standard LUSD • All Students -17 • EL -34 • FY-No Data • Homeless - 31 • SED -19 • SWD -27 • AA -19 • Hispanic -19 • TMR -17 • LTEL -31		• TMR 35.29% The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD • All Students 50.3 • EL 42.1 • LTEL 41.8 • FY-No Data • Homeless No Data • SED 46.5 • SWD 32.1 • AA 33.6 • Hispanic 49 • TMR No Data	Distance from Standard LUSD • All Students -12 • EL -29 • FY-No Data • Homeless - 26 • SED -14 • SWD -22 • AA -14 • Hispanic -14 • TMR -12 • LTEL -26
1.4	English Learner Progress Indicator (ELPI) Source: CA School Dashboard Priority 4(e): Percentage of ELs who make progress toward English proficiency	2023 CA Dashboard ELPI 50.6% making progress towards English language proficiency English Learner Progress: Green	2024 CA Dashboard ELPI 40.9% making progress towards English language proficiency English Learner Progress: Red		2025 CA Dashboard ELPI 51.7% making progress towards English language proficiency English Learner Progress: Green	2026 CA Dashboard ELPI 56.6% making progress towards English language proficiency English Learner Progress: Green
1.5	EL Reclassification Rate Source: DataQuest, Student Information System	2022/2023 DataQuest Ever ELs and Reclassification Status: 44.3%	2023/2024 DataQuest Ever ELs and Reclassification Status: 33.0%		2024/2025 DataQuest Ever ELs and Reclassification Status: 32.4%	2025/2026 DataQuest Ever ELs and Reclassification Status: 50.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Priority 4(f): EL Reclassification Rate					
1.6	DIBELS Mid Year All Grades Status Report Percent Well Below or Below Benchmark Source: KiDS Priority 8: Other Pupil Outcomes	2023 DIBELS March Mid Year All Grades Status Report: 39% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All students-56% • SED-60% • EL-73%	2025 DIBELS March Mid Year All Grades Status Report: 36% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students-52% • SED-57% • EL-72%		2026 DIBELS January Mid Year All Grades Status Report: 58% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students-54% • SED-57% • EL-71%	2027 DIBELS March Mid Year All Grades Status Report: 33% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students-48% • SED-53% • EL-68%
1.7	Percent of TK-2nd Grade Students Scoring at Intervention or Early Intervention Source: KIDS Priority 8: Other Pupil Outcomes	2023 March STAR Early Literacy Screening Report Below Benchmark TK: 54% Kindergarten: 49% 1st Grade: 51% 2nd Grade: 70% (twenty-two 2nd Grade students were assessed) Students scoring at Intervention or Early Intervention (Spring): • All Students: 33% • SED: 41% • EL: 48%	2025 March STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this grade level Kindergarten: 59% 1st Grade: 48% 2nd Grade: No 2nd grade students struggling in reading to take the Early Literacy Screening Students scoring at Intervention or Early Intervention (Spring): • All Students: 30% • SED: 30% • EL: 44%		2026 January STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this grade level Kindergarten: No assessment for this grade level 1st Grade: 36% 2nd Grade: 86% (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Winter): • All Students: 40% • SED: 42% • EL: 52%	2027 March STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this grade level Kindergarten: 43% 1st Grade: 45% 2nd Grade: 64% (based on twenty-two 2nd Grade students assessed) Students scoring at Intervention or Early Intervention (Spring 2027): • All Students: 26% • SED: 26% • EL: 40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.8	STAR Reading-Percent of 2nd-8th Grade Students Scoring at Intervention or Early Intervention Source KIDS Priority 8: Other Pupil Outcomes	2024 March STAR Reading Screening Report Below Benchmark 2nd Grade: 61% 3rd Grade: 62% 4th Grade: 63% 5th Grade: 65% 6th Grade: 83% 7th Grade: 74% 8th Grade: 76% Students scoring at Intervention or Early Intervention (Spring): • All Students: 50% • SED: 54% • EL: 81%	2025 March STAR Reading Screening Report Below Benchmark 2nd Grade: 41% 3rd Grade: 47% 4th Grade: 46% 5th Grade: 52% 6th Grade: 56% 7th Grade: 51% 8th Grade: 32% Students scoring at Intervention or Early Intervention (Spring): • All Students: 40% • SED: 44% • EL: 72%		2026 January STAR Reading Screening Report Below Benchmark 2nd Grade: 35% 3rd Grade: 23% 4th Grade: 32% 5th Grade: 40% 6th Grade: 40% 7th Grade: 37% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 36% • EL: 68%	2027 March STAR Reading Screening Report Below Benchmark 2nd Grade: 55% 3rd Grade: 56% 4th Grade: 57% 5th Grade: 59% 6th Grade: 77% 7th Grade: 68% 8th Grade: 70% Students scoring at Intervention or Early Intervention (Spring 2027): • All-38% • SED-40% • EL-68%
1.9	STAR Math-Percent of 1st-8th Grade Students scoring Intervention or Early Intervention Source: KiDS Priority 8: Other Pupil Outcomes	2024 March STAR Math Screening Report Below Benchmark 1st Grade: 47% 2nd Grade: 63% 3rd Grade: 61% 4th Grade: 64% 5th Grade: 62% 6th Grade: 78% 7th Grade: 71% 8th Grade: 73% Students scoring at Intervention or Early Intervention (Spring): • All Students: 43% • SED: 44% • EL: 59%	2025 March STAR Math Screening Report Below Benchmark 1st Grade: 40% 2nd Grade: 50% 3rd Grade: 37% 4th Grade: 51% 5th Grade: 42% 6th Grade: 45% 7th Grade: 68% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Spring): • All Students: 41% • SED: 45% • EL: 57%		2026 January STAR Math Screening Report Below Benchmark 1st Grade: 31% 2nd Grade: 34% 3rd Grade: 24% 4th Grade: 31% 5th Grade: 41% 6th Grade: 36% 7th Grade: 40% 8th Grade: 36% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 37% • EL: 59%	2027 March STAR Math Screening Report Below Benchmark 1st Grade: 41% 2nd Grade: 57% 3rd Grade: 55% 4th Grade: 58% 5th Grade: 56% 6th Grade: 72% 7th Grade: 65% 8th Grade: 67% Students scoring at Intervention or Early Intervention (Spring 2027): • All Students: 37% • SED:41% • EL: 53%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Supporting Student Success in Math** • Supportive Math Practices: Partnering with KCSOS to examine math standards and develop Common Formative Assessments (CFAs) will ensure alignment with best practices, allowing teachers to deliver targeted instruction tailored to students' needs. • Supportive Math Environments: By leveraging the expertise of our school psychologists, teachers will receive valuable support in addressing students' individual learning challenges and socio-emotional needs, fostering a conducive learning environment for math achievement. • Supportive Math Interventions: Piloting Response to Intervention (RtI) in Math will provide timely interventions for struggling students, enabling them to receive the necessary support to grasp key mathematical concepts effectively. Monitoring student progress through an assessment system will allow educators to track growth, identify areas of improvement, and adjust instructional strategies accordingly, ensuring that all students receive the targeted support they need to succeed in math. • During the 2025–26 school year, the district will provide targeted professional development to	Yes	Ongoing Implementation	2025 CAASPP Math Distance from Standard LUSD • All Students -83.3 • EL - 111.3 • LTEL - 179.7 • FY- No Data • Homeless - 80.5 • SED - 90.2 • SWD - 147.8 • AA - 113.5 • Hispanic - 89.1 • TMR - 62.2 Performance Level LUISD		$501,865.00	$164,711

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	strengthen instructional practices in early learning and across grade levels. This includes five sessions led by a TK expert from KCSOS to support TK/K and Special Education TK/K teachers with standards implementation and small group instruction, as well as two additional sessions for K–8 teachers focused on the effective use of manipulatives, also provided in partnership with KCSOS. The TK professional learning opportunities will be offered at no additional cost to the district. During the 2025-26 school year, RtI will be strengthened through a restructured master schedule that aligns intervention blocks across grade levels, allowing for flexible support and coverage during staff absences. The following positions will support the implementation of this action: Director of C&I & Assessments (50% salary) TOSA-Lakeside School (50% salary) TOSA- Suburu School (50% salary) Academic Coach (50% salary)			• All students Orange • EL Orange • LTEL Orange • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Orange • Hispanic Yellow • TMR No Color Distance from Standard Lakeside School • All Students -93.3			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• EL - 127.4 • LTEL - 179.6 • FY- No Data • Homeless - No Data • SED - 98.3 • SWD - 173.6 • AA - 120.6 • Hispanic - 98.8 • TMR - 76.4 Performance Level Lakeside School • All students: Yellow • EL Orange • LTEL No Color			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• FY No Color • Homeless No Color • SED Orange • SWD Red • AA No Color • Hispanic Red • TMR No Color 2026 January STAR Math Screening Report Below Benchmark 1st Grade: 31% 2nd Grade: 34% 3rd Grade: 24% 4th Grade: 31% 5th Grade: 41% 6th Grade: 36% 7th Grade: 40% 8th Grade: 36% Students scoring at Intervention or Early Intervention (Winter):			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• All Students: 34% • SED: 37% • EL: 59%			
1.2	**Supporting Student Success in ELA/ELD** • Supportive ELA/ELD Environments: By leveraging the expertise of our school psychologists, Response to Intervention (RtI) Coordinator teachers will receive valuable support in addressing students' individual learning challenges and socio-emotional needs, fostering a conducive learning environment for ELA/ELD achievement. The purchase of additional library resources will provide students with access to a diverse selection of books that cater to their varied interests and reading levels. While the continued implementation of a comprehensive Phonemic Awareness Program will support students in developing crucial foundational skills necessary for reading success. • Supportive ELA/ELD Interventions: Our instructional aides and paraprofessionals will work closely with teachers and the ELD/RtI Coordinator to deliver targeted interventions and support to unduplicated students. • Monitoring Phonemic Awareness & Phonics Progress: Utilize an online phonemic awareness and phonics program to monitor and track	Yes	Ongoing Implementation	2025 CAASPP ELA Distance from Standard • All Students -31.6 • EL - 67.5 • LTEL -91.9 • FY- No Data • Homeless - 40.9 • SED - 42.3 • SWD -114 • AA - 74.3 • TMR - 37.1 Performance Level LUSD • All students Yellow		$1,189,998.00	$604,561

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students' progress in foundational literacy skills. -During the 2025-26 School year, the district will host eight collaborative meetings to identify essential ELA standards for grades TK–8 and develop common formative assessments (CFAs) to guide instruction and monitor student progress These support systems and initiatives are designed to ensure that our unduplicated students receive the necessary resources and interventions to succeed academically and develop essential literacy skills for future academic achievement. The following positions will support the implementation of this action: Director of C&I & Assessments (50% salary) TOSA-Lakeside School (50% salary) TOSA- Suburu School (50% salary) Academic Coach (50% salary)			• EL Yellow • LTEL Orange • FY No Color • Homeless No Color • Hispanic Yellow • SED Yellow • SWD Orange • AA Orange 2025 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 27% • EL 2.04 % • FY No Data			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• Homeless No Data • SED 21.85% • SWD 0% • AA 5.26% • TMR 35.29% The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD ◦ All Students 50.3 ◦ EL 42.1 ◦ LTEL 41.8 ◦ FY-No Data			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• Homeless No Data • SED 46.5 • SWD 32.1 • AA 33.6 • Hispanic 49 • TMR No Data 2026 DIBELS January Mid Year All Grades Status Report: % are identified as Strategic or Intensive. 2026 DIBELS January Mid Year All Grades Status Report: 54% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students- 54%			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• SED- 57% • EL- 71% 2026 January STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this grade level Kindergarten: No assessment for this grade level 1st Grade: 36% 2nd Grade: 86% (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Winter): ◦ All Students: 40% ◦ SED: 42% ◦ EL: 52% 2026 January			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				STAR Reading Screening Report Below Benchmark 2nd Grade: 35% 3rd Grade: 23% 4th Grade: 32% 5th Grade: 40% 6th Grade: 40% 7th Grade: 37% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 36% • EL: 68%			
1.3	**Maintaining AVID Program** Maintaining AVID (Advancement Via Individual Determination) ensures ongoing support for students in developing critical academic skills, fostering college and career readiness, and promoting a culture of high expectations and success. An AVID Teacher and tutors provides a support system which further enhances our efforts to address the needs of our unduplicated students.	Yes	Ongoing Implementation	2025 CAASPP ELA Distance from Standard • All Students -31.6 • EL - 67.5 • LTEL -91.9 • FY- No Data		$27,028.00	$8,783

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• Homeless - 40.9 • SED - 42.3 • SWD -114 • AA - 74.3 • TMR - 37.1 Performance Level LUSD • All students Yellow • EL Yellow • LTEL Orange • FY No Color • Homeless No Color • Hispanic Yellow • SED Yellow • SWD Orange			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• AA Orange 2026 January STAR Reading Screening Report Below Benchmark 2nd Grade: 35% 3rd Grade: 23% 4th Grade: 32% 5th Grade: 40% 6th Grade: 40% 7th Grade: 37% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 36% • EL: 68%			
1.4	**Additional Support for ELs and LTELs** Support for All English Learners (ELs) To support English Learners (ELs), the district provides both designated and integrated English Language Development (ELD) during the instructional day, embedded into the daily master schedule. Targeted training in EL strategies is offered to teachers, and instructional aides and the ELD/RTI Coordinator provide additional classroom and	Yes	Ongoing Implementation	2025 CA Dashboard ELPI 51.7% making progress towards English language proficiency English Learner		$318,042.00	$220,679

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	small group support. Curriculum and resources are aligned with ELD standards to promote language acquisition and academic progress. The district uses a monitoring tool to track student growth and deliver timely interventions, ensuring ELs are supported linguistically and academically across all subject areas. During the 2025–26 school year, the district plans to hold three professional development sessions to support all K–8 teachers in implementing the designated ELD program, Vista Learning. These sessions will be facilitated by district personnel. Additional Targeted Support for Long-Term English Learners (LTELs) Recognizing the unique needs of Long-Term English Learners (LTELs), the district implements a comprehensive support plan specifically designed for this group. Teachers receive ongoing professional development focused on evidence-based practices for LTELs, including language scaffolding, formative assessment strategies, and culturally responsive teaching. LTELs' academic and language progress is closely monitored using STAR, DIBELS, and classroom-based assessments to identify learning gaps and adjust instruction and interventions accordingly. These efforts aim to re-engage LTELs in their language development journey and accelerate their progress toward reclassification and academic success.			Progress: Green 2024/2025 DataQuest Ever ELs and Reclassification Status: 32.4% 2025 CAASPP ELA Distance from Standard • All Students -31.6 • EL - 67.5 • LTEL -91.9 • FY- No Data • Homeless - 40.9 • SED - 42.3 • SWD -114 • AA - 74.3 • TMR - 37.1 2025 CAASPP Math Distance from			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Standard LUSD • All Students -83.3 • EL - 111.3 • LTEL - 179.7 • FY- No Data • Homeless - 80.5 • SED - 90.2 • SWD - 147.8 • AA - 113.5 • Hispanic - 89.1 • TMR - 62.2 2025 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Stud			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				ents 27% • EL 2.04 % • FY No Data • Home less No Data • SED 21.8 5% • SWD 0% • AA 5.26 % • TMR 35.2 9% The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD ◦ All Stud ents 50.3			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• EL 42.1 • LTEL 41.8 • FY- No Data • Homeless No Data • SED 46.5 • SWD 32.1 • AA 33.6 • Hispanic 49 • TMR No Data			

Goal 2

Goal Description
To foster a safe and supportive learning environment for our Low-income, foster youth, and English Learners (ELs), we employ a range of support systems aimed at enhancing parent involvement, student engagement, and overall school climate for all students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Local Indicators for Parent and Family Engagement Source: CA School Dashboard Priority 3(a): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2024 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.		2025 Local Indicator indicated 5% of the Parent and Family Engagement Indicators are not fully implemented.	2026 Local Indicator indicated 19% of the Parent and Family Engagement Indicators are not fully implemented.
2.2	ELAC/DELAC Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	During the 2023-2024 School year we had thirteen parents attended the five ELAC/DELAC Meetings.	During the 2024-2025 School year we had twenty-three parents attended the four ELAC/DELAC Meetings.		During the 2025-2026 School year we had thirty-two parents attended the two ELAC/DELAC Meetings.	During the 2026-2027 School year we will maintain thirteen parents attending the five ELAC/DELAC Meetings.
2.3	IEP Meeting Participation Source: CA School Dashboard Priority 3(c): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023-2024 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2024-2025 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.		January 2026 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2026-2027 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.
2.4	Attendance Rate Source: Student Information System	April 2024 KiDS Year to Date Attendance: -Lakeside School: 92.24%	April 2025 Year to Date Attendance: All students: 93.49%		January 2026 Year to Date Attendance: All students: 94.02%	April 2027 KiDS Year to Date Attendance: -Lakeside School: 95.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Priority 5(a): Student Engagement	-Suburu School: 92.30%	-Lakeside School: 92.66% -Suburu School: 93.23%		-Lakeside School: 94.31% -Suburu School: 93.70%	-Suburu School: 95.30%
2.5	Chronic Absenteeism Rate. Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 5(b): Student Engagement	-2023 CA School Dashboard: Chronic Absenteeism -District: All Students 35.7% Yellow -Lakeside School: All Students 32.8% Yellow -Donald E. Suburu School: All Students 37.3% Yellow AA 37.8% Red AS 28.3% Red SWD 41.0% Red -2024 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 27% -Donald E. Suburu School: 26%	2024 CA School Dashboard: -District: All Students 28.8% Yellow SED-30% (-6.6%) EL- 29.1% (-4.4%) FY-70.6% (+46.8%) -Lakeside School: All Students 32.8% Yellow -Donald E. Suburu School: All Students 27% Yellow AA 29.4% Orange AS 18.4% Yellow SWD 27.6% Orange 2025 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 23.4% -Donald E. Suburu School: 19.7%		2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 18.56% -Donald E. Suburu School: 20.6%	-2026 CA School Dashboard: Chronic Absenteeism -District: All Students 32.7% Yellow -Lakeside School: All Students 29.8% Yellow -Donald E. Suburu School: All Students 34.3% Yellow AA 34.8% Yellow AS 25.3% Yellow SWD 38.0% Yellow -2027 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 24% -Donald E. Suburu School: 23%
2.6	Middle School Dropout Rate Source: Kern Integrated Data System (KiDS) Priority 5(c): Student Engagement	-April 2024 KiDS Middle School Dropout Rate: 0.54%	April 2025 KiDS Middle School Dropout Rate: 0.25%		January 2026 KiDS Middle School Dropout Rate: 0%	-April 2027 KiDS Middle School Dropout Rate: 0.20%
2.7	Suspension Rate	-2023 CA School Dashboard Suspension Rate.	2024 CA School Dashboard		2025 CA School Dashboard	-2026 CA School Dashboard Suspension Rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(a): School Climate	All Students 5.4% Red AA 13.8% Red SWD 6.9% Red AS 1.8% Orange TOM 12.3% Red EL 3.9% Red FY 20.8% Red Hispanic 5.0% Red White 5.6% Red SED 5.7% Orange Lakeside School All Students 9.5% Red EL 9.0% Red SED 10.3% Red SWD 9.5% Red AA 27.0% Red Hispanic 8.9% Red White 9.4% Red TMR 12.3% Red -April 2024 KiDS Suspension Rate Data All Students 4.24% AA 7.22% SWD 5.37% AS 1.57% TOM 5.56% EL 3.93%	All Students 6% Orange AA 14% Red SWD 7.8% Red AS 0% Blue TOM 7.1% Red EL 5.6% Orange FY 25% Red Hispanic 6.5% Red White 3.5% Yellow SED 6.5% Red Lakeside School All Students 8.6% Orange EL 10.2% Red SED 9.6% Orange SWD 10.7% Red AA 19.6% Red Hispanic 9.7% Red White 4.9% Yellow TMR 8.2% Orange April 2025 KiDS Suspension Rate Data All Students 1.25% AA 2.80% SWD 3.08% AS 0% TOM 2.60% EL 0.69%		All Students 1.4% Blue AA 4.9% Yellow SWD 3.4% Yellow AS 0% Blue TOM 2.5% Green EL 0.6% Blue FY 18.5% Orange Hispanic 1.3% Blue White 1.1% Blue SED 1.7% Green Lakeside School All Students 1.9% Green EL 0.6% Blue SED 2.3% Green SWD 5.3% Yellow AA 4.4% Yellow Hispanic 2.2% Green White 1.2% Green TMR 1.4% Green January 2026 KiDS Suspension Rate Data All Students 0.66% AA 1.09% SWD 2.25% AS 0%	All Students 5.1% Red AA 13.5% Red SWD 6.6% Red AS 1.5% Orange TOM 12% Red EL 3.0% Green FY 19.9% Orange Hispanic 4.1% Yellow White 4.7% Yellow SED 4.8% Yellow Lakeside School All Students 9.2% Orange EL 8.7% Orange SED 10% Orange SWD 9.2% Orange AA 26.7% Orange Hispanic 8.6% Orange White 9.1% Orange TMR 12.0% Orange -April 2027 KiDS Suspension Rate Data All Students 4.21% AA 6.92% SWD 5.34% AS 1.53% TOM 5.53% EL 3.90%
2.8	Expulsion Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(b): School Climate	-2023 CA Dashboard 0% -April 2024 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	April 2025 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%		January 2026 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	-April 2027 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%
2.9	Student Surveys of sense of safety and school connectedness. Source: CA Healthy Kids Survey	-2023 CA Healthy Kids Survey -Grade 5	-2024 CA Healthy Kids Survey -Grade 5		-2024 CA Healthy Kids Survey -Grade 5	-2026 CA Healthy Kids Survey -Grade 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Priority 6(c): School Climate	School Engagement and Supports • School Connectedness 63% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 44% School Safety • School perceived as very safe or safe 27%	School Engagement and Supports • School Connectedness 61% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 37% School Safety • School perceived as very safe or safe 30%		School Engagement and Supports • School Connectedness 61% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 37% School Safety • School perceived as very safe or safe 30%	School Engagement and Supports • School Connectedness 69% • School Safety Feel safe at school 73% -Grade 7 School Engagement and Supports • School connectedness 50% School Safety • School perceived as very safe or safe 33%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Positive Behavior Interventions and Supports (PBIS).** • Continue to Build A Positive School Environment: Partnering with KCSOS to provide staff release time for PBIS training building a multi-tiered social culture and behavior support system to cultivate a positive and engaging learning environment for our unduplicated students. • PBIS Interventions: Counselor and Student Achievement Support & Intervention staff offer personalized	Yes	Ongoing Implementation	2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students		$370,314.00	$185,926

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	assistance to students to help build a positive and welcoming learning environment. Additionally, we utilize student incentives and a management system to recognize and reinforce positive behavior, fostering a school community where every student feels valued and motivated to succeed.			21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 18.56% -Donald E. Suburu School: 20.6% 2025 CA School Dashboard Suspension Rate All Students 1.4% Blue AA 4.9% Yellow SWD 3.4% Yellow AS 0% Blue TOM 2.5% Green EL 0.6% Blue FY 18.5% Orange Hispanic 1.3% Blue White 1.1% Blue SED 1.7% Green Lakeside School			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				All Students 1.9% Green EL 0.6% Blue SED 2.3% Green SWD 5.3% Yellow AA 4.4% Yellow Hispanic 2.2% Green White 1.2% Green TMR 1.4% Green January 2026 KiDS Suspension Rate Data All Students 0.66% AA 1.09% SWD 2.25% AS 0% January 2026 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0% -2024 CA Healthy Kids Survey -Grade 5 School Engagement and Supports • School Conn			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				ected ness 61% • Scho ol Safet y Feel safe at school 67% -Grade 7 School Engagement and Supports • Scho ol conn ected ness 37% School Safety • Scho ol perc eived as very safe or safe 30%			
2.2	**Building Stronger School-Home Partnerships: Promoting Parent Involvement** By prioritizing a stronger home-to-school connection, we aim to support our unduplicated students. Through initiatives such as parent information nights, bilingual stipends for classified staff, and web-based communication tools, we foster a collaborative environment where families feel empowered and involved in their children's education. Additionally, web-based communication tools	Yes	Ongoing Implementation	January 2026 Year to Date Attendance: All students: 94.02% -Lakeside School: 94.31% -Suburu School: 93.70%		$26,145.00	$8,881

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide convenient platforms for ongoing dialogue, keeping families informed and engaged in their child's educational experiences.			2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 18.56% -Donald E. Suburu School: 20.6% January 2026 KiDS Middle School Dropout Rate: 0% 2025 CA School Dashboard Suspension Rate			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				All Students 1.4% Blue AA 4.9% Yellow SWD 3.4% Yellow AS 0% Blue TOM 2.5% Green EL 0.6% Blue FY 18.5% Orange Hispanic 1.3% Blue White 1.1% Blue SED 1.7% Green Lakeside School All Students 1.9% Green EL 0.6% Blue SED 2.3% Green SWD 5.3% Yellow AA 4.4% Yellow Hispanic 2.2% Green White 1.2% Green TMR 1.4% Green January 2026 KiDS Suspension Rate Data All Students 0.66% AA 1.09% SWD 2.25% AS 0%			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	**Promoting Regular School Attendance** Promoting Student Health and Attendance: The school nurse and health technicians conduct health screenings and assessments to identify attendance-related health issues. They provide health education to students and families, collaborate with families and medical providers to manage chronic health conditions affecting attendance, and implement wellness programs to promote student health and well-being. Our campus supervisor will promote positive student attendance by monitoring and addressing attendance concerns with staff, students and families and providing student incentives. An additional Part Time RN will be contracted beginning in 2025-26 school year to support the effective implementation of this action.	Yes	Ongoing Implementation	January 2026 Year to Date Attendance: All students: 94.02% -Lakeside School: 94.31% -Suburu School: 93.70% 2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 18.56%		$379,761.00	$187,084

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				-Donald E. Suburu School: 20.6%			
2.4	**Promoting Positive Growth: An Alternative to Suspension** Provide an alternative to suspension class to address disparities in disciplinary outcomes and promote equity in our school community. By offering alternative disciplinary measures, we aim to support students' social and emotional development while maintaining a safe and inclusive learning environment.	Yes	Ongoing Implementation	2025 CA School Dashboard Suspension Rate All Students 1.4% Blue AA 4.9% Yellow SWD 3.4% Yellow AS 0% Blue TOM 2.5% Green EL 0.6% Blue FY 18.5% Orange Hispanic 1.3% Blue White 1.1% Blue SED 1.7% Green Lakeside School All Students 1.9% Green EL 0.6% Blue SED 2.3% Green SWD 5.3% Yellow AA 4.4% Yellow Hispanic 2.2% Green White 1.2% Green TMR 1.4% Green		$172,666.00	$94,116

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				January 2026 KiDS Suspension Rate Data All Students 0.66% AA 1.09% SWD 2.25% AS 0%			

Goal 3

Goal Description
To enhance the conditions of learning, we prioritize recruiting and retaining qualified teachers and implementing standards-aligned curriculum while providing clean and safe facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percent of Teachers Appropriately Assigned Source: DataQuest, Teacher Assignment Monitoring Outcome (CalSAAS) Priority 1(a): Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.	2021-22 Teaching Assignment Monitoring Outcomes Clear 91.7% Out-of-Field: 0%	2022-23 Teaching Assignment Monitoring Outcomes Clear 78% Out-of-Field: 0%		2023-24 Teaching Assignment Monitoring Outcomes -Clear 67.6% -Out-of-Field: 0%	2024-25 Teaching Assignment Monitoring Outcomes Clear 94.7% Out-of-Field: 0%
3.2	Percentage of students with access to standards-aligned materials. Source: Local Data, Self Reflection Tool Priority 1(b): Standards-aligned Instructional Materials for every student.	2023 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2024 CA Dashboard Local Indicators: Instructional Materials: 88% of students		2025 CA Dashboard Local Indicators: Instructional Materials: 96% of students	2026 CA Dashboard Local Indicators: Instructional Materials: 100% of students
3.3	Overall Rating of School Site Facility Inspection Tool (FIT) Source: Facility Inspection Tool Priority 1(c): School facilities are maintained in good repair.	2023 Overall Rating of School Site FIT. 207 areas that did not meet "Good Repair" Standard November 2022 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Exemplary	2025 Overall Rating of School Site FIT. 102 areas that did not meet "Good Repair" Standard January 2025 Overall Rating FIT Lakeside School: Fair Donald E. Suburu School: Exemplary		2025 Overall Rating of School Site FIT. 82 areas that did not meet "Good Repair" Standard January 2025 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Good	2026 Overall Rating of School Site FIT. 20 areas that did not meet "Good Repair" Standard November 2025 Overall Rating FIT -Lakeside School: Good -Donald E. Suburu School: Exemplary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.4	Rubric Scores for Implementation of State Standards Source: Kern Integrated Data System (KiDS) Priority 2(a): Implementation of State Academic Standards Performance Indicator	2023 Rubric Scores for Implementation of State Standards:100%	2024 Rubric Scores for Implementation of State Standards: 68%		2025 Rubric Scores for Implementation of State Standards: 68%	2026 Rubric Scores for Implementation of State Standards:100%
3.5	School Site Master Schedule indicating designated English Language Development (ELD). Percentage of standards implemented Source: Student Information System Priority 2(b): How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2023 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	2024 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.		2025 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	2026 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.
3.6	School Site Master Schedule indicating All Students have access to a broad course of study Source: Student Information System, Local Data Priority 7(a): Access to a Broad Course of Study	2023 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.		2025 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating All Students have access to a broad course of study: 100% of students have access to a broad course of study per the Master Schedule.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.7	School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study Source: Student Information System, Local Data Priority 7(b): Programs and services developed and provided to low income, English learner, foster youth pupils	2023 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.		2025 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% Low Income, English Learner, Foster Youth pupils have access to a broad course of study per the Master Schedule.
3.8	School Site Master Schedule indicating students with disabilities have access to a broad course of study Source: Student Information System, Local Data Priority 7(c): Programs and services developed and provided to students with disabilities	2023 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.		2025 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Additional Standards-Aligned Instructional Materials** Providing additional standards-aligned materials ensures that instruction remains focused on key learning objectives, promoting consistency, rigor, and equity in education. Additionally, allocating an adequate classroom supply budget enables teachers and instructional aides to access the necessary resources to support their instructional goals effectively. Furthermore, providing preschool TK resources and TK/K crayons ensures that	Yes	Fully Implemented	2024 CA Dashboard Local Indicators: Instructional Materials: 88% of students 2025 CAASPP ELA		$138,454.00	$273,551

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	our youngest learners have access to age-appropriate materials, setting a strong foundation for their academic journey. These efforts underscore our commitment to providing quality education that meets the diverse needs of all students while maintaining high standards of excellence.			Distance from Standard • All Students -31.6 • EL - 67.5 • LTEL -91.9 • FY- No Data • Homeless - 40.9 • SED - 42.3 • SWD -114 • AA - 74.3 • TMR - 37.1 2025 CAASPP Math Distance from Standard LUSD • All Students -83.3 • EL - 111.3 • LTEL - 179.7			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• FY- No Data • Homeless - 80.5 • SED - 90.2 • SWD - 147.8 • AA - 113.5 • Hispanic - 89.1 • TMR - 62.2 2025 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 27% • EL 2.04% • FY No Data • Homeless No Data			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• SED 21.85% • SWD 0% • AA 5.26% • TMR 35.29% The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD • All Students 50.3 • EL 42.1 • LTEL 41.8 • FY-No Data • Homeless No Data			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• SED 46.5 • SWD 32.1 • AA 33.6 • Hispanic 49 • TMR No Data			
3.2	**Nurturing Teacher Excellence: Providing Comprehensive Support** By partnering with Kern County Superintendent of Schools and offering certificated stipends to provide support to teachers ensures they have the resources, training, and guidance necessary to deliver effective instruction and meet the diverse needs of students, ultimately fostering a positive learning environment and promoting student success.	Yes	Ongoing Implementation	2023-24 Teaching Assignment Monitoring Outcomes -Clear 67.6% -Out-of-Field: 0%		$216,528.00	$1,040
3.3	**Ensuring Access to Clean and Safe Facilities** Providing a clean and safe facility is essential for creating an environment conducive to learning and well-being for all students and staff. With additional custodial staff, we ensure that our facilities are meticulously maintained, promoting health and safety throughout our school sites. Implementing a guest sign-in system enhances security measures, safeguarding our school community. Moreover, our transportation program facilitates access to education for all students, fostering inclusivity and reducing barriers to attendance. Additionally, a monitoring system for online access to students ensures responsible and	Yes	Ongoing Implementation	2025 Overall Rating of School Site FIT. 82 areas that did not meet "Good Repair" Standard January 2025 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Good		$1,682,636.00	$146,600

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	safe internet usage, promoting digital literacy and cyber safety. Through these initiatives, we prioritize the holistic well-being of our school community and create an environment where students can thrive academically and socially. Specifically, planned activities within this action for 2025–2026 include: • Hire two night custodians: $154,668.06 • Hire a District Clerk: $104,205.05 • Purchase two buses: $660,000.00 • Purchase two vans: $130,000.00 • Color coat Lakeside campus: $450,000.00						
3.4	**Targeted Support for Students with Disabilities** Of the 224 students with disabilities, 64% are low income, 9% are English Learners, and 1% are Foster Youth. These demographics underscore the need for targeted interventions and support to address the diverse needs of our student population. Given the data from the CAASPP assessments and suspension rates, it is clear that targeted interventions are necessary to improve outcomes for these students. To address the academic and support needs of students with disabilities, we will implement a comprehensive action plan involving our Director of Student Support Services, school psychologist, speech and language pathologist, instructional aides, and additional materials and resources. Our school psychologist, under the direction of our Director of Student Support Services, will conduct individual assessments and provide access to our counselors for on-site counseling to support the social-emotional well-being of students with disabilities. The speech and language pathologist will offer specialized	No	Ongoing Implementation			$1,225,357.00	$595,878

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instruction and therapy to enhance communication skills. Instructional aides will provide personalized academic support and assistive technology tools to facilitate learning. We will allocate funds for instructional materials and resources specifically tailored for students with disabilities. This includes adaptive equipment, accessible curriculum materials, and specialized training for teachers and support staff. By focusing on these areas, we aim to narrow the gap in academic achievement and create an inclusive and supportive learning environment for all students.						
3.5	**After School Sports** By providing athletic stipends, coaching stipends, and transportation to sporting events, we aim to offer after-school sports opportunities and provide sporting supplies to all students, particularly our unduplicated students who may not have access otherwise. Engaging students in extracurricular activities like sports encourages school attendance by creating a sense of belonging and motivation to participate in school activities. This initiative also promotes physical well-being and social interaction, contributing to a positive school culture that supports student attendance and academic success.	Yes	Ongoing Implementation	2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who		$31,415.00	$300

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				are identified as Chronically Absent. -Lakeside School: 18.56% -Donald E. Suburu School: 20.6% January 2026 KiDS Percent of students who are identified as Chronically Absent. After-School Sports • All After-School Sports Students: 11% • English Learners (EL): 2 of 10 enrolled in After-School Sports 20% • Low Income (SED			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				):5 of 38 enrolled enrolled in After-School Sports 13.2 % • Foster Youth (FY): 0 of 0 enrolled in After-School Sports 0%			
3.6	**Band & Choir** By actively recruiting unduplicated students, including those from low-income backgrounds, we aim to provide access to music education opportunities that they may not otherwise have. Hosting parent information nights at all sites allows us to inform parents about the instrument program, which provides students with access to music supplies such as instruments, and sheet music at no cost.	Yes	Ongoing Implementation	2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students		$96,159.00	$52,296

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 18.56% -Donald E. Suburu School: 20.6% January 2026 KiDS Percent of students who are identified as Chronically Absent. Choir-All 4th Grade Students at both school sites • All 4th Grade Students: 32 of 193 enrolled in choir 16.58%			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• English Learners (EL): 8 of 33_ enrolled in choir 24.24% • Low Income (SED): 19 of 115 enrolled enrolled in choir 16.52% • Foster Youth (FY): 0 of 0 enrolled in choir 0% Band • All 5th-8th Grade Stud			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				ents: 12 of 144 enrolled in band 8.51 % • English Learners (EL): 1 of 12 enrolled in band 8.33 % • Low Income (SED): 7 of 83 enrolled in band 8.43 % • Foster Youth (FY): 0 of 1 enrolled in band 0%			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	**Camp Keep** Participation in Camp KEEP during 6th grade is a significant opportunity to promote positive attendance and enrich the educational experience for our students. By providing additional support for Camp KEEP registration fees and ensuring transportation for all 6th-grade students who wish to attend, we remove barriers that may prevent students, especially our unduplicated students, from participating in this valuable weeklong learning experience. Teacher stipends are also provided to support instruction, ensuring that students receive quality educational programming that aligns with curriculum standards.	Yes		2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 18.56% -Donald E. Suburu School: 20.6% Camp KEEP is scheduled for March 2026 and will be available to all 6th-grade students.		$45,556.00	$0
3.8	**Aquatics**	Yes	Ongoing Implementation	2025 CA School Dashboard:		$150,387.00	$75,845

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Having a swimming pool, along with dedicated staff such as a pool manager, lifeguards, pool equipment and maintenance personnel, can significantly contribute to promoting positive school attendance in several ways. The presence of these resources provides our unduplicated students with unique opportunities for physical activity, skill development, and social engagement, which are crucial for their overall well-being and educational experience.			-District: All Students 22.9% Yellow SED: 25.4% EL: 22.1% FY: 36.0% -Lakeside School: All Students 23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange January 2026 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 18.56% -Donald E. Suburu School: 20.6% January 2026 KiDS Percent of students who are identified as Chronically Absent. • All 7th Grade Stud			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				ents: 23% • All 8th Grade Students: 18% • All 7th–8th Grade Students: 78 of 379 enrolled in Aquatics (20.6%) • English Learners (EL): 10 of 37 enrolled (27.0%) • Low Income (SED): 51 of 219 enrolled (23.3%)			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				• Foster Youth (FY): 4 of 6 enrolled (67.7%)			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	22,234,489	22,459,663
LCFF Supplemental/Concentration Grants	4,317,264	4,317,264

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING
MINUTES

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

January 13, 2026
6:30 P.M.

BOARD MEMBERS PRESENT: Trustees Banducci, Jones, Robertson, and D. Buoni

BOARD MEMBERS ABSENT: Trustee Buoni

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute — The regular meeting convened at 6:30 p.m.

2. Consent Calendar — Approval of Consent Agenda. Motion by Trustee D. Buoni, seconded by Trustee Banducci. Approved – Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1. By this action the Board:

   A. Approved minutes of Regular Meeting of December 9, 2025.

   B. Approve minutes of Organizational Meeting of December 9, 2025.

   C. Approve minutes of Special Meeting of December 16, 2025.

   D. Approved December End of Month Payroll and January Mid-Month Payroll.

   E. Approved Batch #10.

3. Hearing of Staff and/or Citizens None.

4. Discussion or Action Items

   A. General Control

      (1) Report on Williams Settlement Complaints. None

      (2) Approval of Donald E. Suburu Schools School Accountablility Report Card (SARC). Motion by Trustee Banducci, seconded by Trustee D. Buoni. Approved – Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

      (3) Approval of Lakeside Schools School Accountablility Report Card (SARC). Motion by Trustee D.Buoni, seconded by Trustee Robertson. Approved – Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

B. Budget and Finance

(1) Approval of Master Service Agreement for Cyber Security Between Edutech Group, LLC and Lakeside Union School District in the amount of $119,425.63 for Three (3) Years. Motion by Trustee D. Buoni, seconded by Trustee Banducci. Approved – Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

(2) Approval of Resolution #01132026 –Release of Impounded Monies in Settlement of Pending Litigation. Motion by Trustee Banducci, seconded by Trustee Robertson. Approved - Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

(3) Approval of Lakeside Union School District Audit Report for June 30, 2025. Motion by Trustee Banducci, seconded by Trustee D. Buoni. Approved - Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

(4) Approval of Lakeside Union School District Prop 39 Audit Report for June 30, 2025. Motion by Trustee D. Buoni, seconded by Trustee Robertson. Approved - Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

(5) Approval of New Mileage Rate for 2026 Increased from 70 cents to 72.5 cents Per Mile Motion by Trustee D. Buoni, seconded by Trustee Robertson. Approved - Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

(6) Approval of Disclosure of Collective Bargaining Agreement for Lakeside/Suburu Teachers Association CTA/NEA in Accordance with AB1200. Motion by Trustee Banducci, seconded by Trustee D. Buoni. Approved - Trustee Banducci, Trustee Jones Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

C. Personnel

(1) Approval to hire Denette Westbrook, 4 Hour Nurse for the District.
Motion by Trustee D. Buoni, seconded by Trustee Banducci. Approved – Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

(2) Approval to hire Simardeep Kaur, 5.83 Hour Instructional Aide, Paraprofessional at Lakeside. Motion by Trustee Banducci, seconded by Trustee D. Buoni. Approved – Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

5. Closed Session

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

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

6. Open Session

7. Report of Closed Session None

8. Reports and Correspondence

A. Enrollment Lakeside 929 Suburu 822 Total 1751

B. Correspondence

C. CSEA – None

D. CTA – None

E. Board Members Reports - None

F. Superintendent Report Mr. Bryson – Happy New Year. Construction is moving along. The playground at Lakeside School is open and the students are enjoying it. Lakeside eight new portables and track project is under way. Electrical work has been done for the Suburu marquee and fencing has gone up for the construction to start at Suburu School.

9. Items Not on The Agenda

10. Advance Planning

A. Future Meeting Dates

(1) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on February 10, 2026.

11. Adjournment Motion by Trustee D. Buoni, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

The meeting was adjourned at 6:58 p.m.

_____
Secretary to the Board

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WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45204455	000473/	A-1 BATTERY CO.				
		PV-260401		01-8150-0-4300.00-0000-8100-000-00-000-0000	105952	1,185.97
				01-8150-0-4300.00-0000-8100-000-00-000-0000	106007	569.07
				WARRANT TOTAL		$1,755.04
45204456	002365/	ADVANCED DATA STORAGE				
		PV-260402		01-0000-0-5800.00-0000-2700-001-00-000-0000	230532	55.64
				01-0000-0-5800.00-0000-2700-001-00-000-0000	221342	4.45
				01-0000-0-5800.00-0000-2700-001-00-000-0000	228246	55.64
				01-0000-0-5800.00-0000-2700-002-00-000-0000	228519	35.65
				WARRANT TOTAL		$151.38
90138462	002105/	ALL AMERICAN GLASS	99	EFT		
		PV-260464		01-0000-0-5800.00-0000-8100-001-00-000-0000	23311	431.97
				WARRANT TOTAL		$431.97
45204457	002412/	ARROW LIFT OF CALIFORNIA				
		PV-260466		01-8150-0-5800.00-0000-8100-002-00-000-0000	P-S128404	917.00
				WARRANT TOTAL		$917.00
45204458	000340/	AT&T				
		PV-260403		01-0000-0-5900.00-0000-7200-000-00-000-0000	24609260	5.23
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24609210	0.94
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24609208	0.47
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24609207	0.47
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24561503	184.02
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24549769	205.72
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24549675	103.76
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24549602	143.56
				WARRANT TOTAL		$644.17

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45204459	002505/	BOYS & GIRLS CLUB			
		PV-260405	01-2600-0-5800.00-1110-1000-000-00-000-0000	1LELOPWB2526	26,400.00
			WARRANT TOTAL		$26,400.00
45204460	002538/	BRADY INDUSTRIES			
		PV-260406	01-8150-0-4300.00-0000-8100-000-00-000-0000	11126927	231.81
			01-8150-0-4300.00-0000-8100-000-00-000-0000	11126930	128.15
			01-8150-0-4300.00-0000-8100-000-00-000-0000	11081159	46.50
			01-8150-0-4300.00-0000-8100-000-00-000-0000	11043671	2,818.16
			01-8150-0-4300.00-0000-8100-000-00-000-0000	11043673	270.90
			01-8150-0-4300.00-0000-8100-000-00-000-0000	11028300	6,122.46
			01-8150-0-4300.00-0000-8100-000-00-000-0000	11115460	139.67
			WARRANT TOTAL		$9,757.65
45204461	002562/	BRONCO ELECTRIC INC			
		PV-260407	01-0000-0-5800.00-1110-1000-000-00-122-0000	3330 - MARQUEE ELECTRICAL	5,928.75
			WARRANT TOTAL		$5,928.75
45204462	000132/	CALIFORNIA WATER SERVICE			
		PV-260408	01-0000-0-5500.00-0000-8100-002-00-000-0000	WATER	179.04
			01-0000-0-5500.00-0000-8100-002-00-000-0000	WATER	1,639.51
			WARRANT TOTAL		$1,818.55
45204463	000381/	CHAMPION HARDWARE			
		PV-260409	01-0000-0-5800.00-0000-8100-001-00-000-0000	163702	340.00
			01-0000-0-5800.00-0000-8100-001-00-000-0000	163679	210.00
			01-0000-0-5800.00-0000-8100-002-00-000-0000	163678	312.56
			WARRANT TOTAL		$862.56
90138463	002205/	CINTAS CORPORATION 99 EFT			
		PV-260410	01-8150-0-4300.00-0000-8100-000-00-000-0000	4256639044	66.50
			01-8150-0-4300.00-0000-8100-000-00-000-0000	4256642794	460.34

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4255912198	460.34
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4255083129	460.34
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4254406883	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4254408925	460.34
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4255080580	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4253743519	460.34
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4253741253	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4252927437	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4252930945	460.34
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4255908411	66.50
				WARRANT TOTAL		$3,161.04
45204464	000385/	CITY OF BAKERSFIELD				
		PV-260411		01-0000-0-5500.00-0000-8100-002-00-000-0000	TRASH/SEWER	1,408.19
				01-0000-0-5500.00-0000-8100-002-00-000-0000	321296	1,440.83
				WARRANT TOTAL		$2,849.02
45204465	002569/	CLAUDIA HERNANDEZ				
		PV-260428		01-0000-0-5200.00-0000-2700-001-00-000-0000	JANUARY MILEAGE	29.99
				WARRANT TOTAL		$29.99
45204466	002298/	COLLINS FLAGS				
	260048	PO-260048	1.	01-0000-0-4300.00-1110-1000-001-00-000-0000	I01359399	80.00
				WARRANT TOTAL		$80.00
45204467	002447/	COMPREHENSIVE DRUG TESTING				
		PV-260412		01-0000-0-5800.00-0000-3600-000-00-000-0000	64363	425.00
				WARRANT TOTAL		$425.00
45204468	102726/	DARRELL HOWARD				
		PV-260414		01-0000-0-5200.00-0000-8100-000-00-000-0000	DECEMBER MILEAGE	98.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$98.00
45204469	002664/	DENETTE WESTBROOK				
		PV-260415		01-0000-0-1200.00-1110-3140-000-00-123-0000	2 PART TIME NURSE SERVICES	1,464.96
				01-0000-0-1200.00-1110-3140-000-00-123-0000	1 PART TIME NURSE SERVICES	1,046.40
				WARRANT TOTAL		$2,511.36
45204470	000307/	DEPARTMENT OF JUSTICE				
		PV-260416		01-0000-0-5800.00-0000-7200-000-00-000-0000	15582	179.00
				01-0000-0-5800.00-0000-7200-000-00-000-0000	9183	341.00
				WARRANT TOTAL		$520.00
45204471	001104/	ELAN FINANCIAL SERVICES				
		PV-260417		01-0000-0-5200.00-0000-7200-000-00-000-0000	WORKING LUNCH/MEETINGS	313.80
				01-0000-0-5800.00-0000-7200-000-00-000-0000	ADOBE	19.99
				WARRANT TOTAL		$333.79
45204472	002484/	ELECTRIC EMBROIDERY				
		PV-260418		01-0000-0-4300.00-0000-3600-000-00-000-0000	14718	259.80
				WARRANT TOTAL		$259.80
90138464	001178/	INC EWING IRRIGATION PRODUCTS	99	EFT		
		PV-260419		01-0000-0-4300.00-0000-8100-000-00-000-0000	28756872	467.42
				01-0000-0-4300.00-0000-8100-000-00-000-0000	28676512	376.53
				WARRANT TOTAL		$843.95
45204473	001026/	FERGUSON ENTERPRISES				
		PV-260420		01-8150-0-4300.00-0000-8100-000-00-000-0000	6438425	109.16
				WARRANT TOTAL		$109.16
45204474	001607/	GOLDEN EMPIRE FLEET SERVICE				
		PV-260421		01-0000-0-5800.00-0000-3600-000-00-000-0000	92180	318.83
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92218	300.12
				01-0000-0-5800.00-0000-3600-000-00-000-0000	91895	2,157.12

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92032	918.12
				01-0000-0-5800.00-0000-3600-000-00-000-0000	91027	4,089.41
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92068	5,698.80
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92150	761.33
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92149	341.72
				WARRANT TOTAL		$14,585.45
45204475	001073/	GOLDEN EMPIRE TOWING				
		PV-260422		01-0000-0-5800.00-0000-8100-000-00-000-0000	26-39860	300.00
				01-0000-0-5800.00-0000-8100-000-00-000-0000	26-39590	300.00
				WARRANT TOTAL		$600.00
45204476	000515/	GOPHER SPORT				
		PV-260423		01-0000-0-4300.00-1110-1000-001-00-000-0000	IN480907	1,293.95
				01-0000-0-4300.00-1110-1000-001-00-000-0000	IN482481	164.88
				WARRANT TOTAL		$1,458.83
45204477	001038/	GORDON SERVICES				
		PV-260424		01-0000-0-5800.00-0000-2700-002-00-000-0000	6420	1,842.75
				WARRANT TOTAL		$1,842.75
45204478	000140/	GRAYBAR				
		PV-260425		01-0000-0-4300.00-0000-8100-000-00-000-0000	9351514994	210.87
				WARRANT TOTAL		$210.87
45204479	000320/	HOME DEPOT CREDIT SERVICES				
		PV-260427		01-8150-0-4300.00-0000-8100-000-00-000-0000	MAINT. SUPPLIES	1,887.70
				WARRANT TOTAL		$1,887.70
90138465	000174/	IMAGE 2000		99 EFT		
		PV-260429		01-0000-0-4300.00-1110-1000-002-00-000-0000	818321	1,704.20
				WARRANT TOTAL		$1,704.20
45204480	002476/	ISAAC MEZA				
		PV-260430		01-6762-0-4300.00-1110-1000-000-00-136-0000	MUSIC	341.02

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$341.02
45204481	000094/	KERN COUNTY SUPT OF SCHOOLS				
		PV-260431		01-0000-0-5800.00-0000-3600-000-00-000-0000	601684	12,558.50
				01-0000-0-5800.00-0000-3600-000-00-000-0000	601526	11,465.25
				01-0000-0-5800.00-0000-3600-000-00-000-0000	601483	114.00
				01-0000-0-5800.00-1110-1000-000-00-112-0000	601397	9,490.40
				WARRANT TOTAL		$33,628.15
45204482	001990/	LINGER PETERSON & SHRUM				
		PV-260434		01-0000-0-5800.00-0000-7100-000-00-000-0000	24998	6,960.00
				WARRANT TOTAL		$6,960.00
45204483	002660/	MARATHON WELDING LLC				
		PV-260435		01-0000-0-5800.00-0000-8100-002-00-000-0000	3557	5,260.00
				WARRANT TOTAL		$5,260.00
45204484	000115/	MCMOR CHLORINATION				
		PV-260436		01-0000-0-5800.00-0000-8100-001-00-000-0000	28215	830.00
				WARRANT TOTAL		$830.00
45204485	002647/	MEDICAL BILLING TECHNOLOGIES				
		PV-260450		01-6500-0-5800.00-5770-1110-000-00-000-0000	AR-36239	500.00
				WARRANT TOTAL		$500.00
45204486	800725/	Napa Auto & Truck Parts/Orange				
		PV-260437		01-0000-0-4300.00-0000-3600-000-00-000-0000	34434	351.54
				WARRANT TOTAL		$351.54
45204487	800964/	LLC ODP BUSINESS SOLUTIONS				
		PV-260438		01-0000-0-4300.00-0000-7200-000-00-000-0000	454463319001	254.99
				WARRANT TOTAL		$254.99
45204488	000061/	P G & E				
		PV-260441		01-0000-0-5500.00-0000-8100-001-00-000-0000	LAKESIDE POWER	5,293.85
				01-0000-0-5500.00-0000-8100-001-00-000-0000	LAKESIDE POWER	1,331.27

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				01-0000-0-5500.00-0000-8100-002-00-000-0000	SUBURU POWER	15,396.00
				WARRANT TOTAL		$22,021.12
45204489	002490/	PACIFIC ONESOURCE INC.				
		PV-260447		01-0000-0-4300.00-1110-1000-000-00-131-0000	inv-0023247	847.00
				WARRANT TOTAL		$847.00
45204490	000463/	PITNEY BOWES - PURCHASE POWER				
		PV-260440		01-0000-0-5900.00-0000-7200-000-00-122-0000	POSTAGE	76.79
				WARRANT TOTAL		$76.79
45204491	002160/	PLC HEATING & AIR				
		PV-260442		01-0000-0-5800.00-0000-8100-001-00-000-0000	I260115128	180.00
				01-0000-0-5800.00-0000-8100-001-00-000-0000	I260115131	420.00
				01-0000-0-5800.00-0000-8100-001-00-000-0000	I260105968	8,854.25
				01-0000-0-5800.00-0000-8100-001-00-000-0000	I251206872	777.14
				01-0000-0-5800.00-0000-8100-001-00-000-0000	I251210888	270.00
				01-0000-0-5800.00-0000-8100-001-00-000-0000	I251222943	240.00
				01-0000-0-5800.00-0000-8100-001-00-000-0000	I251222944	180.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I260114126	360.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I251205862	180.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I251205863	150.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I251205861	180.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I251205858	961.76
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I251210899	360.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I251219940	961.76
				01-0000-0-5800.00-0000-8100-002-00-000-0000	I251222945	355.00
				WARRANT TOTAL		$14,429.91

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45204492	000173/	PRICE DISPOSAL INC.			
		PV-260446	01-0000-0-5500.00-0000-8100-001-00-000-0000	N4855376534	1,999.46
			WARRANT TOTAL		$1,999.46
45204493	002199/	PRIMO BRANDS			
		PV-260443	01-0000-0-5800.00-1110-1000-001-00-000-0000	15L0030478424	592.72
			WARRANT TOTAL		$592.72
90138466	000737/	INC. PRO-ED	99 EFT		
		PV-260444	01-6500-0-4300.00-5770-1110-000-00-134-0000	3115612	252.44
			WARRANT TOTAL		$252.44
45204494	002662/	QUICK FIX DIESEL			
		PV-260445	01-0000-0-5800.00-0000-3600-000-00-000-0000	002149	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002175	5,171.82
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002110	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002099	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002111	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002098	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002112	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002108	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002109	180.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	002097	180.00
			WARRANT TOTAL		$6,791.82
45204495	002544/	SILVAS OIL COMPANY			
		PV-260448	01-0000-0-5800.00-0000-3600-000-00-000-0000	596155	1,073.00
			01-0000-0-5800.00-0000-3600-000-00-000-0000	596315	1,808.45
			01-0000-0-5800.00-0000-3600-000-00-000-0000	595784	1,519.45
			01-0000-0-5800.00-0000-3600-000-00-000-0000	595510	1,634.06

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$6,034.96
45204496	002566/	SLATER PLUMBING				
		PV-260449		01-0000-0-5800.00-0000-8100-001-00-000-0000	60744	650.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	60531	425.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	60760	637.36
				WARRANT TOTAL		$1,712.36
45204497	002437/	STAPLES				
		PV-260451		01-0000-0-4300.00-0000-2700-001-00-000-0000	SUMMARY 7008018235	352.65
				01-0000-0-4300.00-1110-1000-002-00-000-0000	SUMMARY 7008317568	2,133.63
				01-6500-0-4300.00-5770-1110-000-00-134-0000	SUMMARY 7008403967	160.65
				01-6500-0-4300.00-5770-1110-000-00-134-0000	SUMMARY 7008242832	87.71
				WARRANT TOTAL		$2,734.64
45204498	002586/	INC. TELESPEECH THERAPY				
		PV-260453		01-0000-0-5800.00-5001-3150-000-00-134-0000	906	8,820.00
				01-6500-0-5800.00-5001-3150-000-00-000-0000	906	8,820.00
				WARRANT TOTAL		$17,640.00
45204499	000454/	VERIZON WIRELESS				
		PV-260454		01-0000-0-5900.00-0000-7200-000-00-000-0000	6131501852	635.46
				WARRANT TOTAL		$635.46
90138467	002193/	VERNON C. SORENSON MD	99	EFT		
		PV-260455		01-0000-0-5800.00-0000-3600-000-00-000-0000	00594153	40.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00595679	110.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00595484	15.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00595621	110.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00595561	15.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00596609	110.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$400.00
45204500	002164/	VIA HEART PROJECT				
		PV-260456		01-0000-0-5800.00-0000-2700-001-00-000-0000	5723	700.00
				01-0000-0-5800.00-0000-2700-002-00-000-0000	5723	700.00
				WARRANT TOTAL		$1,400.00
45204501	002533/	VIDEO COMMUNICATIONS				
		PV-260457		01-0000-0-4300.00-0000-3600-000-00-000-0000	157659	951.61
				WARRANT TOTAL		$951.61
45204502	000625/	WALL STREET IMPRINTABLES				
		PV-260458		01-0000-0-4300.00-0000-8100-002-00-000-0000	110977	52.50
				WARRANT TOTAL		$52.50
45204503	002480/	WELLS FARGO VENDOR FINANCIAL				
		PV-260460		01-0000-0-5600.00-0000-2700-001-00-000-0000	5037050114	487.13
				01-0000-0-5600.00-0000-2700-002-00-000-0000	5037040677	967.12
				WARRANT TOTAL		$1,454.25
45204504	002356/	WEX BANK				
		PV-260461		01-0000-0-4300.00-0000-3600-000-00-000-0000	FUEL	2,000.00
				WARRANT TOTAL		$2,000.00
45204505	002665/	L.P. WHITE CAP				
		PV-260462		01-0000-0-4300.00-0000-8100-001-00-000-0000	50034543387	386.01
				WARRANT TOTAL		$386.01

*** FUND TOTALS ***			
TOTAL NUMBER OF CHECKS:	51	TOTAL AMOUNT OF CHECKS:	$205,923.13*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	6	TOTAL AMOUNT OF EFT:	$6,793.60*
TOTAL PAYMENTS:	57	TOTAL AMOUNT:	$212,716.73*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45204506	001326/	TAFT CITY SCHOOL DISTRICT				
		PV-260452		13-5310-0-4700.00-0000-3700-000-00-000-0000	513	37,467.85
				13-5310-0-4700.00-0000-3700-001-00-000-0000	512	42,577.25
				WARRANT TOTAL		$80,045.10

*** FUND TOTALS ***	TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	$80,045.10*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	1	TOTAL AMOUNT:	$80,045.10*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45204507	002628/	BAKERSFIELD PLUMBING				
		PV-260404		21-0000-0-5800.00-0000-8500-001-00-000-0000	1006416	11,736.17
				WARRANT TOTAL		$11,736.17
45204508	002644/	METRO FLOORS INC				
		PV-260467		21-0000-0-5800.00-0000-8500-001-00-000-0000	BV412679	1,223.39
				21-0000-0-5800.00-0000-8500-002-00-000-0000	BV412679	1,223.40
				WARRANT TOTAL		$2,446.79
45204509	002160/	PLC HEATING & AIR				
		PV-260442		21-0000-0-5800.00-0000-8500-000-00-000-0000	I260108104	15,674.00
				WARRANT TOTAL		$15,674.00
45204510	002556/	WEATHERPROOFING TECHNOLOGIES				
		PV-260459		21-0000-0-5800.00-0000-8100-001-00-000-0000	98380245	9,670.00
				21-0000-0-5800.00-0000-8100-001-00-000-0000	98376343	8,653.00
				21-0000-0-5800.00-0000-8100-001-00-000-0000	98382850	5,810.00
				21-0000-0-5800.00-0000-8100-001-00-000-0000	98382813	4,265.80
				21-0000-0-5800.00-0000-8100-002-00-000-0000	98376349	7,756.00
				WARRANT TOTAL		$36,154.80

*** FUND TOTALS ***	TOTAL NUMBER OF CHECKS:	4	TOTAL AMOUNT OF CHECKS:	$66,011.76*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	4	TOTAL AMOUNT:	$66,011.76*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45204511	002617/	BLACK / HALL CONSTRUCTION				
		PV-260426		25-0000-0-5800.00-0000-8500-001-00-000-0000	APP #5 MUSIC & HEALTH ROOM	34,668.28
				25-0000-0-5800.00-0000-8500-001-00-000-0000	APP #6 KINDER CLASS. BUILD.	64,750.70
				25-0000-0-5800.00-0000-8500-001-00-000-0000	APP #6 RET MUSIC & HEALTH ROOM	44,653.43
				25-0000-0-5800.00-0000-8500-001-00-000-0000	APP #8 KINDER CLASS BUILD.	44,337.76
				WARRANT TOTAL		$188,410.17
45204512	002601/	CONSTRUCTION INSPECTION				
		PV-260413		25-0000-0-5800.00-0000-8500-001-00-000-0000	2025113	2,250.00
				WARRANT TOTAL		$2,250.00
45204513	002666/	HECTOR'S PLUMBING INC.				
		PV-260465		25-0000-0-5800.00-0000-8500-001-00-000-0000	26-799	500.00
				WARRANT TOTAL		$500.00
45204514	002525/	KNIGHT'S SITE SERVICES				
		PV-260432		25-0000-0-5800.00-0000-8500-002-00-000-0000	258285	103.91
				WARRANT TOTAL		$103.91
45204515	002588/	INC KRAZAN & ASSOCIATED				
		PV-260433		25-0000-0-5800.00-0000-8500-001-00-000-0000	B632392-31784	560.00
				25-0000-0-5800.00-0000-8500-001-00-000-0000	B632303-31784	740.00
				WARRANT TOTAL		$1,300.00
45204516	002644/	METRO FLOORS INC				
		PV-260467		25-0000-0-5800.00-0000-8500-001-00-000-0000	BV412667	40,647.63
				WARRANT TOTAL		$40,647.63
45204517	002487/	ORDIZ-MELBY				
		PV-260439		25-0000-0-5800.00-0000-8500-001-00-000-0000	9383	1,892.50
				25-0000-0-5800.00-0000-8500-002-00-000-0000	9385	4,307.88
				WARRANT TOTAL		$6,200.38
45204518	002566/	SLATER PLUMBING				
		PV-260449		25-0000-0-5800.00-0000-8500-001-00-000-0000	59926	69,361.78

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0011 PAYMENTS
FUND : 25 CAPITAL FACILITIES FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$69,361.78
45204519	000363/	WILLIAMS SCOTSMAN INC				
		PV-260463		25-0000-0-5600.00-0000-8700-001-00-000-0000	9025333234	2,835.88
				WARRANT TOTAL		$2,835.88

*** FUND TOTALS ***	TOTAL NUMBER OF CHECKS:	9	TOTAL AMOUNT OF CHECKS:	$311,609.75*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	9	TOTAL AMOUNT:	$311,609.75*
*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	65	TOTAL AMOUNT OF CHECKS:	$663,589.74*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	6	TOTAL AMOUNT OF EFT:	$6,793.60*
	TOTAL PAYMENTS:	71	TOTAL AMOUNT:	$670,383.34*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	65	TOTAL AMOUNT OF CHECKS:	$663,589.74*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	6	TOTAL AMOUNT OF EFT:	$6,793.60*
	TOTAL PAYMENTS:	71	TOTAL AMOUNT:	$670,383.34*

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 02/03/2026

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0012 PAYMENT
FUND : 21 BUILDING FUND - BOND PROCEEDS

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45208056	002667/	INTERNAL REVENUE SERVICE				
		PV-260468		21-0000-0-5800.00-0000-8500-000-00-000-0000		2,602.19
				WARRANT TOTAL		$2,602.19

*** FUND TOTALS ***	TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	$2,602.19*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	1	TOTAL AMOUNT:	$2,602.19*
*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	$2,602.19*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	1	TOTAL AMOUNT:	$2,602.19*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	$2,602.19*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	1	TOTAL AMOUNT:	$2,602.19*

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 16, 2026.** Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2026 DELEGATE ASSEMBLY BALLOT
SUBREGION 12-B
(Kern County)
Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2026 - March 31, 2028

**denotes incumbent*

☐ Robert Campbell (Sierra Sands USD)

☐ Chris Cruz-Boone (Bakersfield City SD)

☐ Pamela Jacobsen (Standard SD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 12 – 13 Delegates (11 elected/2 appointed0)

Director: Bill Farris (Sierra Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)

Walta Gamoian (Visalia USD), 2026
Peter Lara Jr. (Porterville USD), 2026
Felipe Martinez (Porterville USD), 2027
Jorge Sanchez (Woodlake USD), 2027

Subregion 12-B (Kern)

Jim Beltran (McFarland USD), 2027
Leigh Ann Cook (Rosedale Union SD),2027
Anthony Fuentes (Bakersfield City SD), 2026
Pamela Jacobsen (Standard SD), 2026
David Manriquez (Kern HSD)*, 2027
Sharon Nicol (Wasco Union HSD), 2027
Steven Rodrigue (Kern HSD)*, 2026
Paula Van Auken (Panama-Buena Vista Union USD), 2027

Region 12 County

Antonio (Tony) Rodriguez (Tulare COE), 2026

Counties

Tulare (Subregion A)
Kern (Subregion B)

View results

Respondent

35 Anonymous

31:52
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Pamela J. Jacobsen

3. Full name *

Pamela J. Jacobsen

4. Region/subregion *

12B

5. Name of District or COE *

Standard School District

6. Years on board *

16

7. Profession

CSUB Analyst, recently retired summer 2025

8. Contact number *

661-205-9944

9. Primary email address *

pjacobse@standardschools.net

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

As an incumbent Delegate to the California School Boards Association, I am honored to seek re-election to continue advocating for strong, equitable public education across our region and the state. During my term, I have worked collaboratively with fellow delegates, board members, and educational leaders to elevate local voices, support sustainability funding, advance policies that improve student outcomes, and ensure that every district, regardless of size or geography, has access to the resources all students deserve. I bring a commitment to informed governance, transparent decision making, and continuous improvement. My priorities include championing legislative efforts that strengthen public education, supporting initiatives that close opportunity gaps, and advocating for the needs of our diverse student populations. I remain dedicated to representing our region with integrity, listening to the concerns of local boards, and bringing their perspectives to CSBA's statewide work.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

During my time on the local school board, I have been actively involved in strengthening governance structures, supporting student centered initiatives, and fostering transparent communication with our community. I regularly participate in board committees, engage in budget and policy discussions, and collaborate with district and county leadership to ensure our decisions align with long term goals and student needs.
In the community, I attend school events, parent meetings, and local forums to stay connected with families, staff and all stakeholders. I value listening to diverse perspectives and bringing community input back to the board.
Within CSBA, I have participated in Delegate Assembly meetings, engaged in legislative advocacy efforts, and contributed to discussions on statewide issues such as funding, school safety, and educational equity. I remain committed to representing our region's priorities and helping shape policies that support all California students.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

One of the biggest challenges facing governing boards today is navigating increasing complexity, balancing academic recovery, mental health needs, staffing shortages, and financial uncertainties. Boards must make informed decisions in an environment where resources are limited and demands are growing.

CSBA can help by providing clear, timely guidance, high quality training, and strong legislative advocacy for stable and adequate school funding. Additionally, CSBA's role in offering governance resources, policy updates, and opportunities for collaboration among board members statewide is essential in helping boards stay informed and united as the address these challenges.

View results

Respondent

83 Anonymous

18640:04
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Chris Cruz-Boone

3. Full name *

Christine Cruz-Boone

4. Region/subregion *

12B

5. Name of District or COE *

Bakersfield City School District

6. Years on board *

5

7. Profession

Professor

8. Contact number *

6612048643

9. Primary email address *

cruzboonec@bcsd.com

10. Are you an incumbent Delegate? *

- ◯ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in becoming a Delegate to deepen my engagement in statewide advocacy and policy work conducted collaboratively with fellow board members. Serving in this role would allow me to actively participate in shaping positions that impact public education across California while ensuring my district's perspectives are informed by broader statewide discussions. I would bring a strong commitment to collaboration, effective communication, and information-sharing, including elevating questions, insights, and best practices from my district while also sharing relevant policy updates and guidance with local stakeholders.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am currently serving my second term as a board member and am in my fifth year of service. I have served as Board President and as a member of the Culture, Climate, and Safety Committee, contributing to district-wide discussions and decision-making related to student well-being and organizational culture.

In addition to my board responsibilities, I am actively involved in the community as a volunteer with multiple nonprofit organizations and have served for several years as a union delegate. As one of the more experienced board members, I have supported newly elected trustees as they acclimate to board governance and district operations. I have also provided continuity and leadership during superintendent transitions, including the selection and placement of our third superintendent.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

One of the biggest challenges facing governing boards is the uncertainty and disruption created by shifts in federal education policy, including the potential dismantling of the U.S. Department of Education and the resulting instability for critical programs such as Special Education and Migrant Education. This uncertainty is compounded by declining enrollment and fiscal pressures, requiring districts to make difficult decisions while continuing to meet the needs of all students. CSBA can help address these challenges by providing strong statewide advocacy, clear and timely guidance on policy and funding implications, and governance support that helps boards navigate complex decisions with a focus on equity, compliance, and long-term sustainability.

View results

Respondent

68 Anonymous

71:23
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Robert Campbell

3. Full name *

Robert Campbell

4. Region/subregion *

12B

5. Name of District or COE *

Sierra Sands Unified School District

6. Years on board *

3

7. Profession

Retired Educator

8. Contact number *

760-382-1677

9. Primary email address *

robert.campbell@ssusd.org

10. Are you an incumbent Delegate? *

- ◯ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I enjoy collaborating with teams such as CSBA to help solve complex problems and bring clarity to critical, high-profile issues, including advocacy around Prop 98, lobbying on school issues at Coast to Coast, and providing governance support to new board members. Over my 40 years in education, I also served as an Athletic Director, where I successfully led and managed comprehensive athletic programs, provided leadership and professional development for coaches, and supported the growth and success of student-athletes.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have served on the school board for the past three years and most recently as Vice President. I was nominated and elected to serve as Board President for the 2026 year. I have attended the past three CSBA conferences in December along with Coast to Coast in 2025, and have completed CSBA's Orientation for New Trustee's Masters in Governance, and Governance Training. In addition our board participated in CSBA workshop New Beginnings.. Throughout my career, I have been deeply involved in community activities, serving as an Athletic Director, high school coach, and school board member, with a strong commitment to leadership, collaboration, and student success.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

One of the greatest challenges facing governing boards occurs when new board members are elected. Many candidates enter the role with limited experience in how school districts operate. New trustees must not only learn the fundamentals of district operations, but also how to function effectively as part of a governing board, navigate complex relationships, work collaboratively and comply with all governance laws and requirements.
CSBA provides a wide range of workshops and trainings designed to address these challenges. I have been actively involved in Orientation for New Trustees, Masters in Governance, and CSBA workshops such as New Beginnings. Participation in Coast-to-Coast further strengthens a trustee's ability to work collaboratively while engaging in effective advocacy , including lobbying with members of Congress on key education issues impacting California schools

Robert Campbell
robert.campbell@ssusd.org

Work Experience: I bring over 40 years of experience in education, having served as a high school teacher, athletic director, and coach across multiple sports. In addition, I have served on my local school board for three years and am currently beginning my fourth year as board president. This experience has given me deep understanding of both instructional and governance sides of public education.

School Board Member: During my tenure as a board member, I have completed CSBA's Orientation for New Trustees, Masters in Governance, Coast to Coast in 2025, and participated in board workshop facilitated by CSBA titled New Beginnings. I have also attended the CSBA Annual Education Conference in December for each of the past three years, demonstrating my ongoing commitment to professional growth and effective governance.

Personal Values & Leadership Philosophy: My personal values include honesty, respect for others, organization, and a strong commitment to personal and professional integrity. My leadership philosophy is rooted in preparation, organization and relationship-building. I believe effective leadership requires being well-prepared, communicating clearly, and fostering trust among colleagues and stakeholders.

Governance Leadership: As a school board member, I strongly believe the board must function as a unified governance leadership team. It is imperative that trustees work collaboratively with the superintendent to establish positive, productive working relationships with district staff, students, and the broader community. Strong governance is built on mutual respect, shared goals, and a commitment to serving students first.

I would be honored to receive your support for the opportunity to serve with the California School Boards Association as a delegate for Subregion 12-B

Robert Campbell
Sierra Sands School District

2026/2027

LAKESIDE ELEMENTARY SCHOOL IN THE LAKESIDE UNION SCHOOL DISTRICT

Comprehensive Safe School Plan

COMPREHENSIVE SAFE SCHOOL PLANS

Crisis Management and Response

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

2025 -2026

Safe School Committee

Kristin Angelo, Lakeside School Principal
Craig Bailey, Vice Principal Lakeside School
Heather Sarti, Nurse
Melissa Kadel, Counselor
Wendy Oliver, Secretary
Rendon-Teacher
Martha Valencia- Supervision Aide

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Introduction

A Contingency Plan for School Campus Emergencies

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

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

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

Safe School Vision

1. The schools of the Lakeside Union School District (LUSD) will provide a safe, orderly and secure environment conducive to learning.

2. The LUSD will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.

3. The LUSD will work collaboratively with the governing board to identify, establish and use strategies and programs to comply with school safety laws.

4. The LUSD will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.

5. The LUSD will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.

6. The LUSD will work collaboratively with the Kern High School District to assist in a smooth transition from middle to high school grades.

7. The LUSD will solicit the participation, views and advice of teachers, parents, school administrators and community members and use this information to promote the safety of our pupils, staff, and community.

District Profile

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

The district is currently composed of two schools of approximately 1,800 students, Transitional kindergarten through eighth grades. Lakeside School is located in a rural agricultural setting fifteen miles from central Bakersfield. Suburu School is located in a large housing development and has Transitional kindergarten through fifth grade. The district covers approximately 166 square miles and has tremendous potential for growth. Large housing tracts are scheduled to be developed which will change the complexion of the district. It presently serves students from rural and suburban areas.

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

Section 1

Personal Characteristics of Students and Staff

Comprehensive Plans
Component 1

Characteristics of LUSD

The LUSD is composed of two schools; Lakeside School serving grades TK-8, and Donald E. Suburu School. The total enrollment of Lakeside School is approximately 930 students ranging from TK-8th grade. Pupils in the district come from families of relatively low mobility. The ethnic makeup of the student population is approximately; 70. % Hispanic, 10% Caucasian, 4% Black or African American, 10% Asian, 2% Filipino, 3% two or more.

Curriculum and Educational Activities

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

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

Component 1 Goals

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

Table 1

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

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

Component 2

The District's Physical Environment

Location and Physical Environment

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

School Grounds Description

There is one long enclosed corridor that separates the classrooms at Lakeside School. The school offices, restrooms, cafeteria and auditorium are all in this building. There is a community room/auditorium, band room and library in a separate building as well as a gymnasium and separate kindergarten building. There are additional buildings including one portable for Special Education department. Two other sets of portables to accommodate the remainder of Special Education and 6th grade. The playground is grass with volleyball

courts, tetherball courts, baseball diamonds and football fields. There are also concrete and asphalt basketball courts.

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

Maintenance of Facilities

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

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

Internal Security Procedures

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

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

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

Complaints Regarding Discrimination and Discriminatory Harassment

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

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

You have certain rights under the law, including Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Section 504 of the Vocational Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA), which prohibit discrimination on the basis of disability. The California Department of Education and the Office for Civil Rights of the U. S. Department of Education have authority to enforce these laws and all programs and activities that receive federal funds. Complaints or inquiries regarding compliance with Section 504 or Title II of the Americans with Disabilities Act may be directed to the district Section 504 Coordinator Joaquin Elcano at (661)831-3503, or to the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC.

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

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

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

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

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

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

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

Additional internal security procedures affecting the integrity of the district facilities are: the security system operation during non-school hours, and classrooms equipped with an intercom and telephone systems. Several School Busses have security cameras installed in them. The school perimeters are securely fenced and visitors are required to check in to the school office. Many of our staff has been trained in CPR and basic first aid. In addition to regularly held bus, fire, earthquake and lock-down drills, the procedures for student

emergencies are regularly reviewed with the staff. A child to adult supervision ratio of no more than 90:1 is maintained when students are on the playground.

Community involvement is encouraged to help increase safety.

Inventory System

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

Component 2 Goals: The District's Social Environment

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

Table 2

Safe School Subcomponent	Planning Goal
School location	The school will be an integral part of the community through its role in interagency efforts and community activities. The school will be alert to exposure to safety hazards, such as toxins or heavy traffic, from nearby areas.
School grounds	The campus perimeter will be secure from criminal activity. The campus will be closed to outsiders, and access signs will be displayed prominently at entry points. Places for loitering will be limited; bathrooms will be patrolled; lockers will be supervised; and appropriate lighting will be installed in hallways. Physical conditions that could lead to accidental harm will be corrected promptly. When rehabilitating, relocating, or remodeling, schools will consider environmental design concepts that foster adequate supervision and promote physical safety. The school will have adequate fencing for swimming pools, proper protection against slipping in hallways, adequate protection against falls from recreational equipment, and landscape designs that prevent students from climbing to dangerous heights. The school policy for dealing with vandalism will include procedures for painting over graffiti before students arrive on campus and for replacing broken window immediately.

School building and classrooms	School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Classrooms will have an appropriate amount of space for the student-teacher ratio and will be decorated in an interesting manner.
Internal security procedures	Standard incident-reporting procedures will be in place. The community will use the schools during off-hours. The school and community will collaborate on crime prevention efforts. A crisis response plan will identify procedures to follow during (1) human emergencies, such as bomb threats, death of a student, suicide pacts, weapons on campus; and (2) natural emergencies, such as fires, earthquakes, and other natural disasters.

Component 3: The Districts Social Environment

School Environment

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

Disaster Procedures: Routine and Emergency

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

Classroom Organization/Structure

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

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

Conduct

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

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

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

Recognition for Good Conduct

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

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

- Received no more than four (4) Disciplinary Referrals
- Have not been suspended, or entered into Pathways.
- Middle school students: have not been assigned to more than one detention room for any Bulldog Day
  Turned in all Library books or paid for missing/lost books
- Lunch account has been paid with no other outstanding balances.

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

- Students may not have a referral on their Discipline Card for the month, or a suspension.

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

Progressive Discipline Plan and School Improvement

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

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

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

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

Examples of Behavior	Examples of Possible Consequences
Type A Behaviors	**Step 1**
Violation of classroom rules Unauthorized food, gum, etc. Littering In unauthorized area or no hall pass Disrespect to fellow students Inappropriate items (ipod, PSP, CD player, toys, cards, etc.) Failure to line up when bell rings Failure to keep hands & feet to self Dress Code violation	o Verbal Warning o Discussion with student o Recorded with 3 student reflections completed. o Parent contact by phone, or email from the teacher.
Type B Behaviors	**Step 2**
Repeated violations of Type A Behaviors Bullying, lying, cheating, forgery, plagiarism, hazing Getting into someone else's locker Frequent tardies Cutting class Chronic disruption of class Throwing food in cafeteria Display of gang writings, symbols, etc. Unacceptable language (profanity, racial slurs, etc.) Continually unprepared for class Rough Play (wrestling, play fighting, etc.) Excessive physical contact (hugging, kissing, etc.) Failure to serve detention Disruptive while guest teacher/substitute is present	o Disciplinary Referral along with detention, or Restorative Justice. o Parent contact by telephone from teacher o Restriction from activities/privileges o Suspension if necessary (in or out of school)
Type C Behaviors	**Step 3**
Repeated violations of Type B Behaviors Cause or threaten to cause bodily injury to another (fighting) Cutting school Possession of a dangerous item (explosive, lighter, etc.) Possession of tobacco or smoking Damage to school or private property Stealing/Possession of stolen property Disrespect/impertinence/defiance to authority Extortion Lewd, indecent, offensive conduct/sexual harassment Profanity, obscene language/gestures toward student or staff	o Recorded on student's discipline card o Disciplinary Referral along with and detention, or Restorative Justice. o Parent Notification by Administrator o Restriction from activities/privileges o Behavior Contract developed o 1 to 5 day suspension (in or out of school) o Community School Referral o Expulsion Referral o Law Enforcement Referral
Type D Behaviors	**Step 4**
Repeated violations of Type C Behaviors	o Recorded on student's discipline card o Parent Notification by Administrator o Restriction from activities/privileges o Behavior Contract developed o 1 to 5-day suspension (in or out of school) o Community School Referral o Expulsion Referral o Law Enforcement Referral

Office referrals, suspensions, and expulsion data will be reviewed by the Positive Behavior Intervention and Support (PBIS) team annually. The purpose it to discuss further prevention and apply a positive school environment. The team will evaluate school attendance review board data to implement plans to increase student attendance.

Lakeside School Behavior Flow Chart

Is the Behavior a Teacher or Administration Managed

Teacher

- Redirect student. Re-teach behavior to meet Lakeside Way expectations
- Re-teach & Reflection # 1. Discuss behavior one-to-one, review expectations.
- Reflection # 2. Parent contact is made. Student may complete reflection in another classroom.
- Reflection # 3. Verbal parent contact is made. May complete in another classroom.
- Referral is written and parent contact made. Incident entered into Aeries

Teacher/Staff Managed Behaviors	Office Managed Behaviors
-Inappropriate Language -Name Calling	-Abusive language -Racial Taunting -Curse words directed at Staff
-Physical Contact (reaction) -Wrestling w/another student -Pushing/shoving/kicking -Biting (w/no marks)	-Fighting -Physical Aggression meant to intend harm.
-Disrespect -Talking Back	-Leaving school grounds without permission
-Defiance -Not completing class work -Not following directions/ -Non-Compliance	-Threat or Intimidation -Bullying -Verbal threats of anger against another person
-Observable Behavior -Running in the hallway -Poor line behavior -Throwing food	-Vandalism of personal/school property
-Property Misuse -Dress Code Violation -Stealing-items with little or no value -Electronic device out - Eating/Gum - Lying/Cheating - Single instance plagiarism/ forgery	-Weapons -Dangerous Items -Lying/Cheating -Forgery -Harassment -Theft: Items of high value - Drugs / Alcohol - Cell Phone use - Excessive Tardiness/ Cutting

Administration

- Send Student Referral to notify office of incident, student to be sent to the office if necessary.
- Student Conference with administration. Discuss specific behavior issue.
- Administration determines and assigns consequences according to policy.
- Parent Contact and Administrator provides teacher with feedback. Incident entered into Aeries.

Lakeside Goals are to decrease suspension by providing an Alternative to Suspension

The new goal set for 2026-2027 is again make attempts to decrease infraction by implementing Tier II and Tier III PBIS procedures and strategies and providing Pathways to students to create an alternative to suspensions and build better relationships with students.

Objective:

1. By using PBIS strategies, increase staff training.
2. The use of counseling services.
3. Create an open relationship between the staff and students.
4. Implementing the Pathways program for an alternative to suspensions.

Activities:

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

Grounds for Suspension or Expulsion

A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of Education Code 48900 subdivisions (a) to (r), inclusive:
In most cases of fighting, there will be an immediate suspension of all parties. Occasionally, a student may not be suspended or receive fewer days of suspension than other parties, if evidence clearly indicates he/she was not the aggressor and in fact was under an unprovoked attack and was acting strictly in self-defense. Self-defense means the student tries everything in his/her power to evade the attack, but cannot and must use force for self-protection. Generally, fighting will result in the following consequences:

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

<u>Additional Grounds for Suspension or Expulsion:</u>

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

17. Engaged in, or attempted to engage in hazing
18. Engaged in an act of bullying, and, or cyberbullying.

The acts in this section are related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school [E.C. 44807]
- During or while going to or coming from a school sponsored activity

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

Expulsion

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

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

Procedures for Notifying Teachers of Dangerous Pupils

The Lakeside School has incorporated this by notifying teachers by placing a copy of the student's suspension report into their inbox. The information provided is for the student's current teachers only. 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.

Pursuant to Welfare and Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of Lakeside 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.

Parent/Student Liability and Responsibility

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

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

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

Disciplinary Referrals

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

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

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

Disciplinary Referral Procedure

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

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

Disciplinary Referral Consequences

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

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

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

Detention

Detention is a result of students choosing not to follow the district's disciplinary guidelines and receiving a Disciplinary Referral. Detention is not to be used for academic reasons, but only for violating discipline rules. *While in detention, students will be required to be quiet, face the front of the room, and sit up straight*

with their feet on the floor. Students may have the opportunity to participate in community service as an option. Students who misbehave while in detention may face suspension.

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

Student Search

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

Tardy

Students have an adequate amount of passing time (3 minutes) between classes. Students are given two warnings. On the third tardy, a referral will be issued and detention served. Each additional tardy is a referral. If excessive tardiness continues the principal or vice principal may suspend, or put the student into Pathways.

Hall Pass

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

Good Referral (Bulldog Bucks)

Any staff member can issue a good referral to a student for completing a good deed. (Example: picking up trash at recess or cleaning cafeteria tables at lunch.) There will be drawings for prizes on each Bulldog Day for students who are not in Detention or Homework Academy.

Cafeteria Rules

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

Classroom Rules

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

- Students are required to arrive in class on time and with needed materials
- Students are to be cooperative with teachers/staff and conduct themselves in a quiet and civil manner at all times.
- Students are expected to do their assigned work and homework regularly, promptly, and thoroughly.
- Students must recognize the teacher as the ultimate authority in the classroom; acts of insubordination will not be tolerated.
- Walk quietly into all classrooms.
- There is no gum, seeds, candy or food in the classrooms at any time. Parties are exceptions.
- No ball bouncing or throwing in the classroom, hall, or patio areas.

- No caps, hats, hoods or headbands will be worn in the school building. Hats must be suitable for school.
- Classrooms are to be left neat and orderly when school is dismissed.
- No student is to be in any classroom unless a teacher or adult is present.
- No toys or personal items are allowed unless you have special permission from your teacher.
- No radios, stereos, or other electronic games are allowed at school except on Bulldog Days. Any personal items taken from students will need to be claimed at school by parents only.
- No balloons unless prior approval.

School Ground Rules

- Children are expected to obey and respect the authority of ANY ADULT on the playgrounds, hallway, as well as in the classroom. They must realize directed supervision is for their safety and best interests.
- No student at school before 7:40 a.m. or after dismissal time (with the exception of athletics, band, etc.).
- No wrestling, boxing, tackling, or play fighting will be tolerated.
- HANDS ARE TO BE KEPT OFF OTHERS! No hugging, hand holding, kissing, etc.
- No running in the school breezeways or hallway.
- No throwing of any object, such as berries, twigs, etc., that could inflict injury to another person.
- No gum, candy, nuts or seeds are to be used on the grounds or in class except on designated days.
- No tree climbing, or hanging from branches. No playing in and around the shrubs.
- No playing around the drinking fountains or playing with water. Do not touch lips to the fountain for sanitary reasons.
- No playing inside or around the restroom areas. No playing or misuse of water or paper goods in the restrooms. Conserve paper at all times. Flush toilets!
- No inappropriate materials (magazines, comic books, CD's, games, silly string, etc.)
- No defacing or intentional destruction on walls or any equipment belonging to the school. Students/parents are liable for up to $10,000 damage.
- Bell signals: All playing stops. All running, yelling, loud talking stops. Report to the classroom. Use the restrooms and get drinks before the bell rings. The bell is a signal that classes are starting.
- Passing periods to other classes: Students are expected to change classes in a quick and orderly manner. This is not a recess break. There should be no running or playing.
- Football - football fields. NO TACKLE FOOTBALL!
- Volleyball - volleyball courts
- Soccer - football field
- Basketball - basketball courts
- Softball - softball fields. NO HARDBALLS ALLOWED!

Other specific rules

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

General rules for all games and play activities

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

CONFIDENTIAL MEDICAL SERVICES

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

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

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

CURRICULUM

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

State Testing

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

DISRUPTION OF SCHOOL ACTIVITIES

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

IMMIGRATION ENFORCEMENT RAPID RESPONSE

California law now specifically prohibits school officials and employees of a local educational agency (LEA) from providing an officer or employee of an agency conducting immigration enforcement with access to a nonpublic area of a school site for any purpose without being presented with a valid judicial warrant, judicial subpoena, or a court order or unless required by state or federal law.

In this context, per AB 49, "school site" means an individual school campus of a school district, County Office of Education, or charter school; an area where an LEA's school-sponsored activity is currently being held; or a school bus or other form of transportation provided by a local educational agency.

SB 98 will require communication to pupils, families, faculty, staff, and other school community members if an immigration enforcement agent is present on a school site. This communication will be done through the Superintendent of the school Ty Bryson, or School Site Administration. Communication may be in the form of the school's protocol's or communication means to the parents. This could be through phone calls, E-mails, Parent Square, or any other form of parent communication the Administration deems necessary to contact parents and staff members. The School has implemented displaying Posters on the school site and having counter cards on display at the school for parents and staff members.

DISSECTION OF ANIMALS

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

DRESS CODE

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

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

- Writing on the body is not permitted.

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

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

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

ELECTRONIC DEVICES

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

- Electronic devices may not be used while on the bus or at the school location for the official instructional day. **They must be turned off and put away in the student's backpack during the official instructional day and at any time directed by a district employee.** This includes class time, passing periods, recess, lunch and on the bus. Additionally, District employees may require the electronic device to be put away in the student's backpack or locker. This includes class time, passing periods, recess, lunch, and during school transportation.

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

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

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

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

EMERGENCY CARD

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

EMERGENCY PROCEDURES AND SCHOOL SAFETY PLANS

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

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

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

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

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

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

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

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

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

EXTREME WEATHER CONDITIONS

Pursuant to Education Code Section 33355(a)(1), the California Department of Education has developed these Guidelines to assist local ELA's in their plans. The following Table will be used in determining what the risk levels are, who is at risk and the actions to be taken.

Value	Risk	Definition	Who's at Risk	Actions to be taken
0 (Green)	Little to none	This level of heat poses little to no risk from	No elevated risk.	No preventative actions necessary.

		expected heat.		
1 (Yellow)	Minor	Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects	Primarily those who are extremely sensitive to heat*, especially when outdoors without effective cooling and /or adequate hydration.	Increas hydration. Reduce time spent outdoors or stay in the shade when the sun is strongest. Open windows at night and use fans.
2 (Orange)	Moderate	Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness. Some risk for the general population who are exposed to the sun for longer periods of time. Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help.	Primarily heat-sensitive or heat-vulnerable groups, * especially those without effective cooling or hydration. Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue. Some transportation and utilities sectors. Some health systems will see increased demand, with increases in emergency	Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat ot rhe day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day. For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings.

			room visits.	
3 (Red)	Major	Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling. Living spaces without air conditioning can become deadly during the afternoon and evening. Fans	Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors	Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely	Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency	Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

		Power outages are increasingly likely as electrical demands may reach critical levels	room visits Most transportation and utilities sectors	

** Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.*
***For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.*

Weather protocols will be communicated with staff and parents through the School Office, by email, text, or by Parent Square.

EARTHQUAKE

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

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

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

PROCEDURE FOR "DROP" COMMAND

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

EVACUATION PROCEDURES

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

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

FIRE DRILL

When the alarm sounds:

1. Students walk silently in a single file from the room.
2. Students stand silently.
3. Attendance will be taken outside by the teacher and reported to the principal or vice-principal.

4. When the all clear sounds, students shall return to the classroom.

ENRICHMENT CLASSES

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

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

FIELD TRIPS

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

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

As part of the 6th grade science curriculum, students take an annual 5-day field trip to Kern Environmental Education Program, Camp KEEP. Due to the length of the trip, the living arrangements, and overall nature of outdoor learning, good conduct is of utmost importance. Therefore, each student will be held to behavioral standards in order to attend the trip. These standards will consist of no more than three disciplinary referrals and no more than one suspension prior to the Camp KEEP trip. Students who do not meet these standards may not attend the Camp KEEP trip; it will be at the Principal's discretion.

FOG DELAY

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

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

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

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

GRADUATION

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

Changes in the federal law now require that the district inform you that we intend to send the records of your child to the appropriate high school. These records include a history of your child's attendance, grades, work habits, test scores, and health history. You may make an appointment to

inspect these records at the school before June 1. You may request a copy of the records at twenty cents per page. You may challenge, in writing, any item in the records.

GRADUATION CRITERIA

1. All students must sustain an academic achievement of 2.0 GPA as certified by the homeroom teacher. Any student who receives two or more F's for quarter grades in English-Language Arts, math history, or science, in 7th or 8th grade may be ineligible for 8th grade graduation activities.
2. No student shall graduate who has a chronic record of being absent without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of days of absence exceeds 10% of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to graduate.
3. Any student who anticipates graduating must retain a respectable level of conduct with no more than six (6) referrals or two (2) suspensions. It will be up to the discretion of the Board of Trustees if there is a single occasion of severe behavior that warrants a student to be denied the privilege of participating in graduation ceremonies.
4. Any student wishing to participate in the graduation ceremonies must be in attendance (except for an emergency) the last full week of school.
5. Double promotions must be made previous to or at mid-year before any student can qualify for graduation, i.e., a 7th grade student may be promoted to the 8th grade.
6. Graduation dress code: Gowns will be furnished by the school and loaned to the students. Gowns must be worn for the ceremony. At a minimum, the school dress code applies. No shorts, sunglasses, or accessories allowed unless approved by administration prior to ceremony.
7. Any student found to be in possession of any alcoholic beverages, illegal drugs, or narcotics at any time throughout his 8th grade year should not be permitted to take part in the graduation ceremonies.
8. Any 8th grade student who has a chronic record of juvenile hall detention will not be allowed to take part in any graduation ceremonies.
9. Any 8th grade student who enrolls during the last five weeks of his/her last year will not be included in the graduation ceremonies unless acceptable documentation is received by the district that the student has achieved an academic level commensurate with the district standards.
10. Any student with any of the above violations will have their report card and diploma mailed to them.
11. Students must meet the Social Promotion and Retention requirements of the district.
12. A student's diploma will not be released if there are any outstanding charges for lunches, library, textbooks or etc. for the parent or student. Also, diplomas will be held for any student needing to complete a summer program for completion of the 8th grade (proof of completion will be required).
13. Graduation Reward Trip and/or Graduation Party misconduct may result in being ineligible to participate in the graduation ceremony.
14. The graduation ceremony is meant to be a dignified event with proper decorum. Students not exhibiting proper decorum during the ceremony may be removed from the ceremony.

GRADUATION REWARD TRIP/PARTY CRITERIA

1. No student shall attend the graduation trip that has a chronic record of absence without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of absence days exceeds 10% of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to attend.
2. No student shall attend the graduation trip or party if he/she receives more than six (4) referrals or two (1) suspensions during the school year.

3. Any student who anticipates going on the trip or to the party must retain a respectable level of conduct. It will be up to the discretion of school administration and/or the Board of Trustees if a student's public behavior warrants a dismissal from the trip or party.
4. Any student found to be extremely disrespectful to school personnel (certificated or classified) shall be refused permission to take the trip or go to the party.
5. Any student found to be in possession of any alcoholic beverage, illegal drugs, or narcotics during any time throughout his/her 8th grade year (either on school grounds or elsewhere) shall not be permitted to make the trip or go to the party.
6. Any student picked up on the trip for violation of alcohol, drugs, or stealing will be held at a security facility. Parents will be notified to pick them up. Those students will NOT return on the Lakeside bus.
7. Upon arrival at the destination, students will be under the direct supervision of the park security.

HEALTH EDUCATION

AIDS PREVENTION INSTRUCTION

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

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

VENEREAL DISEASE EDUCATION

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

HEALTH SERVICES

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

Immunizations

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

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

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

TABLE A: CALIFORNIA IMMUNIZATION REQUIREMENTS FOR PRE-KINDERGARTEN[1]

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

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

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

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

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

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION[2] [3]	
On or after the 1st birthday:	1 MMR	

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

TABLE B: CALIFORNIA IMMUNIZATION REQUIREMENTS FOR GRADES K-12

GRADE ADMITTED	NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION[1] [2] [3]				
K-12 Admission (7th-12th)[8]	4 Polio[4] 1 Tdap	5 DTaP[5]	3 Hep B[6]	2 MMR[7]	2 Varicella
7th Grade Advancement[9] [10]	2 Varicella[10]	1 DTaP[8]			

[1] Requirements for K-12 admission also apply to transfer pupils.
[2] Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
[3] Any vaccine administered four or fewer days prior to the minimum required age is valid.
[4] Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
[5] Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.
[6] For 7th grade admission, refer to Health and Safety Code section 120335, subdivision (c).
[7] Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.
[8] For 7th through 12th graders, at least one dose of pertussis-containing vaccine is required on or after the seventh birthday.

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

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

(See your doctor for details)

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

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

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

Physical Examination

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

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

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

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

Assistance with Medication to be Given During the Day; Epinephrine

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

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

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

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

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

Anaphylaxis

School nurses or trained personnel, who have volunteered, may administer epinephrine to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. [E.C. 49414]

OPIOID-RELATED EMERGENCY

School nurses or trained personnel, who have volunteered, may administer naloxone hydrochloride to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an opioid overdose. [E.C. 49414.3]

Vision and Hearing Appraisal

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

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

SCOLIOSIS SCREENING

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

INFECTIOUS DISEASE PLAN

Introduction

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

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

When a new virus emerges, it can take up to 6 months before a vaccine is widely available. When a vaccine is not available, non-pharmaceutical interventions (NPIs) are the best way to help slow the spread of

disease. They include personal, community, and environmental actions. These actions are most effective when used together. NPIs also can provide protection against other infectious diseases in schools.

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

About this plan

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

This plan includes:

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

Plan goals

We will utilize this plan to achieve the following goals:

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

Countywide response to illness outbreaks

The Kern County Public Health Department is the lead agency during a public health emergency in Kern County, such as an infectious disease outbreak or pandemic. In a public health emergency, Public Health may direct specific actions to control the spread of disease in schools and in the community.

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

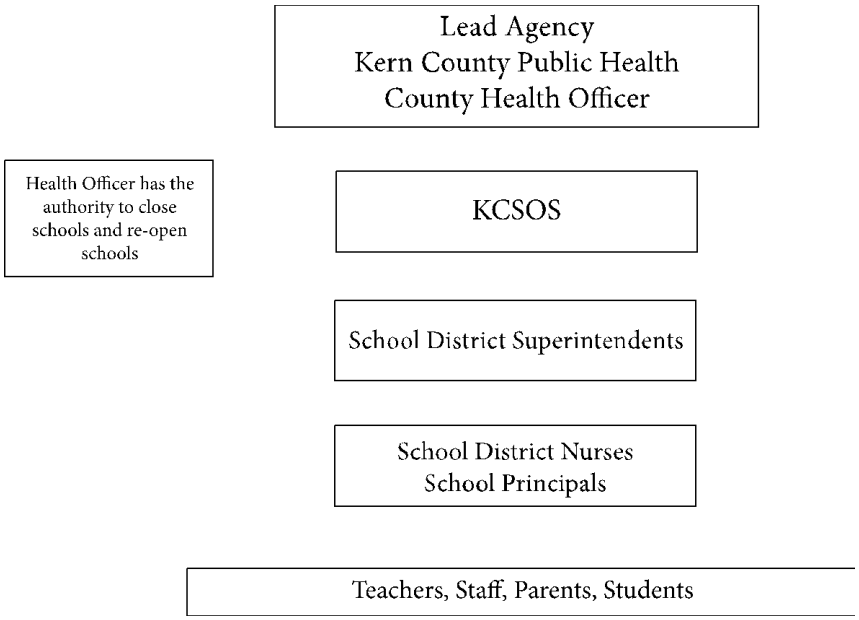
As lead agency in a public health emergency, the Public Health Department is:

- The primary point of contact for information on the disease outbreak or pandemic including:
  - Case definition and symptoms
  - Exposure and infection control
  - The need to dismiss schools and/or re-open schools
    (*reference: Health & Safety Code 120175*)

- The single point of contact for instructions related to school district response, including infection control instructions and school dismissal.

- The primary point of contact — in partnership with the Kern County Superintendent of Schools — for content of information distributed by the school district to parents, students, teachers and staff.

Countywide response



Strategies to prevent and reduce the spread of infectious diseases

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

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

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

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

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

Lakeside Union School District basic educational message is:

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

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

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

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

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

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

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

- **Too sick policy**

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

Illness/Disease Monitoring & Tracking:

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

During times of a potential infectious disease outbreak, school nurses or staff designated as school health assistants will implement a surveillance system to detect unusual rates of diseases in our schools. They will monitor illnesses daily, track illness trends and report to the school site principal. Once a pattern is identified, the Kern County Health Department will be notified as necessary.

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

Disinfection & Cleaning Procedures

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

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

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

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

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

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

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

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

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

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

Procedures for canceling school due to an infectious disease outbreak

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

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

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

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

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

Communicating with Stakeholders: **Lakeside Union School District** is committed to providing accurate, consistent, and timely communications with staff, students, and parents to instill and maintain public confidence in our schools. We will coordinate with Kern County Superintendent of Schools and Kern County Public Health, to disseminate critical information, to develop and deliver common health messages and educational materials in English and Spanish, and to demonstrate the school district is taking reasonable action to preserve the safety and health of our staff and students.

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

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

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

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

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

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

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

Google classroom,

email accessibility to teachers,

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

HOME AND SCHOOL RELATIONS

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

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

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

HOMEWORK

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

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

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

Purposes for homework are to:

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

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

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

STUDENT BINDER

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

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

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

STUDENT ASSIGNMENT BOOKLET

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

Student's Responsibilities:
- Write down assignments for each class.
- Make sure all assignments are completed and turned in on time.

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

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

MAKE UP WORK

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

FAILURE TO DO HOMEWORK

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

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

HONOR ROLL/PRINCIPAL'S AWARD

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

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

INTERNET & ON-LINE SITES

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

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

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

LOCKERS

Lockers will not be available for the 2026-2027 school year due to the lack of lockers per student population.

MINIMUM DAYS and EARLY RELEASE DAYS

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

Early Release days are on Wednesdays, unless it happens to fall on a scheduled Minimum Day, then it will be a Minimum Day Schedule instead of an Early Release Day. The only difference between a Minimum Day and Early Release is that TK-K classes are extended thirty minutes longer for a Minimum Day.

PARTIES AND DANCES

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

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

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

PERSONAL ITEMS

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

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

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

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

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

PESTICIDE USE NOTIFICATION

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

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

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

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

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

DRINKING WATER AT LAKESIDE SCHOOL

IMPORTANT INFORMATION ABOUT YOUR DRINKING WATER

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

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

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

What should I do?

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

What happened? What was done?

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

For more information, please contact Nick Hernandez 661-831-3503 or at the following mailing address: 14535 Old River Road, Bakersfield CA 93311.

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

Secondary Notification Requirements

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

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

This notice is being sent to you by Lakeside School. Date distributed: 03/21/2021.

The drinking water at Lakeside School now has filters which are checked and changed periodically that remove the arsenic in the water to regulated levels, and several stations have been installed on campus.

PHYSICAL EDUCATION

A physical education program is carried on at every grade level. This becomes a more formal program and requirements increase beginning with the 7th grade level. Students need to wear appropriate clothing and rubber sole shoes for physical activity.

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

PUPIL RECORDS

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

California Student Information Service

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

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

Release of Directory Information

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

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

RECREATION PROGRAMS

ATHLETIC PROGRAM

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

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

ELIGIBILITY POLICIES

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

ADDITIONAL RECREATION PROGRAMS

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

RELEASE OF STUDENT TO A PEACE OFFICER

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

REPORT CARDS

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

PROGRESS REPORTS

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

Some suggestions regarding student progress at school are:

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

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

Some don'ts for parents is:

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

SCHOOL ACCOUNTABILITY REPORT CARD

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

SCHOOL SUPERVISION

Students should not arrive at school before 7:40 am. Our school provides supervision for our students from 7:40 am until students are dismissed from school. TK students are supervised from 7:40-2:00, while Kindergartens through 6th grade students arrive at 7:40 am to 2:30 pm, and 7th-8th school students arrive at 8:10 AM and dismissed at 3:25 PM. All students must go home at their dismissal time. Exceptions are for after school activities.

SERVICES TO DISABLED PUPILS

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

STUDENT BODY ACTIVITIES

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

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

STUDENT BREAKFAST AND LUNCH PROGRAM

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

TELEPHONE CALLS

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

TESTS ON PERSONAL BELIEFS

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

TEXTBOOKS

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

TRANSPORTATION

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

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

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

BUS DRIVER TRAINING

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

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

BUS EQUIPMENT

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

BUS RIDING REGULATIONS

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

BUS RULES

(Please discuss these with your child)

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

DISCIPLINE PROCEDURE

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

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

All referrals require a parent signature and must be returned the following day. If a student neglects to bring back the signed copy of a referral, the next step will be taken. This policy includes all field trips or after school activity trips.
A video camera will be installed and used on our buses on a random basis. When in use, it will survey the activity on the bus. The recorded information may be reviewed, as appropriate, by district and school personnel. Students are not required to ride the bus. Students riding the bus in our district are subject to participate in the random use of the video cameras.

RED LIGHT CROSS INSTRUCTIONS

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

COMMUNITY MEMBERS TRANSPORTING STUDENTS

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

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

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

VISITORS

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

VISITS OF CHILDREN

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

WORK PERMITS

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

STUDENT SEXUAL HARASSMENT

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

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

MEGAN'S LAW

The Sex Offender Identification Line is a telephone service for use by the public and organizations to identify serious sex offenders. This District does not disseminate this information, however anyone at least 18 years of age may call (900) 463-0400. You will need the following information on the person you are checking on: Name and one of the following: address, birth date, Drivers' License or Social Security number. You will be charged a flat rate of $10 for information on up to two individuals. You

may also receive information from your local law enforcement agency or view the Attorney General's Home Page: http://www.caag.state.ca.us.

BP 5145.7 (a)

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

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)
(cf. 5141.41 – Child Abuse Prevention)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 6142.1 – Family Life/Sex Education)

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

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

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

(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)
(cf. 5141.4 – Child Abuse Reporting Procedures)

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

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

(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 1312.3 – Uniform Complaint Procedures)

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals

involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

Legal Reference:

CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
EDUCAITON CODE
200-240 Prohibition of discrimination on the basis of sex, especially;
212.5 Sexual Harassment
212.6 Sexual Harassment Policy
230 Particular practices prohibited
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability or parent/guardian for will student misconduct
48980 Notice at beginning of term
UNITED STATES CODE, TITLE 42
2000d & 2000e et seq. Title VI & Title Vii, Civil Rights Act of 1964 as amended
2000h-2 et seq. Title IX, 1972 Education Act Amendments
Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028
Doe v Petaluma City School District (1995) 54 F.3d 1447
Clyde K. v Puyallup School District #3 (1994) 35 F.3d 1396
Oona R.-S etc. v. Santa Rosa City Schools et al. (1995) 890 F.Supp. 1452
Patricia H. v. Berkley Unified Scholl District (1993) 830 F.Supp. 1288
Davis v. Monroe County Board of Education (11th Cir.) 74 F3d 1186
Kelson v. City of Springfield, Oregon (1985, 9th Cir.) 767 F.2d 651

Policy **LAKESIDE UNION SCHOOL DISTRICT**

Adopted: October 8, 1996 Bakersfield, California

CHILD ABUSE REPORTING PROCEDURES AND REQUIREMENTS

Child Abuse Reporting Procedures BP 5141.4(a)

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

(cf. 1312.1- Complaints Concerning District Employees

(cf. 5141.41- Child Abuse Prevention Program

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

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

(cf. 4112.9- Employee Notifications)

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

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

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

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

(cf. 3514- Environmental Safety)

(cf. 5142-Safety)

(cf. 5145.7- Sexual Harassment)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

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

48906 Notification when student released to peace officer

PENAL CODE

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

11164-11174.3 Child Abuse and Neglect Reporting Act, especially

11165-11165.15 Definitions relating to child abuse

11166-11170 Reporting known or suspected cases of child abuse

11172 Immunity from liability

11174.3 Interviewing victim at school

WELFARE AND INSTITUTIONS CODE

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

15630-15637 Dependent adult abuse reporting

Statutes other than code

Chapter 1102, Statutes of 1991, Section 6

Management Resources:

CDE LEGAL ADVISORIES

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

CHILD ABUSE REPORTING PROCEDURES

DUTY TO REPORT

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual except under circumstances be set forth in Penal Code 11166. The School has personal shall complete Child Abuse training annually, the training source is through "Get Safety Trained" on the following website: GetSafetyTrained.com. Within 6 weeks of the school year or employment.

Definitions

- 1. "Child Abuse" includes the following:

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

e. Neglect of a child or abuse in out-of-home care.

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

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

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

   Reporting Procedures

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

   Child Protective Services (CPS)

   661-631-6011

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

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

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

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

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

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

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

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

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

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to $1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

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

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

Child Abuse Reporting Procedures (continued)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11165.5.

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

Release of Child to Peace Officer or Child Protective Services Agent

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

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

When School Employees are Accused of Child Abuse

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

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

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

(cf. 4117.4-Dismissal)

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

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

Students

Child Abuse Reporting Requirements

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

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

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

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

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

_____

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

Child Abuse Reporting Requirements (continued)

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

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

The following page is the form to be used in such a case.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐YES ☐NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐LAW ENFORCEMENT ☐COUNTY PROBATION ☐COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip — DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE — TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐YES ☐NO	DEVELOPMENTALLY DISABLED? ☐YES ☐NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐YES ☐NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐DAY CARE ☐CHILD CARE CENTER ☐FOSTER FAMILY HOME ☐FAMILY FRIEND ☐GROUP HOME OR INSTITUTION ☐RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐PHYSICAL ☐MENTAL ☐SEXUAL ☐NEGLECT ☐OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐YES ☐NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐YES ☐NO ☐UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME BIRTHDATE SEX ETHNICITY

1. _____
2. _____
3. _____
4. _____

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

Model Youth Suicide Prevention Policy

Introduction

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

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

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

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

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

Lakeside Union School District Youth Suicide Prevention Policy

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

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

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

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

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

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

Overall Strategic Plan for Suicide Prevention

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

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

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a

mental health crisis, and support members of a school community after the loss of someone to suicide.

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

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

Prevention

A. Messaging about Suicide Prevention

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

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

B. Suicide Prevention Training and Education

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

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

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide;

    - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

    - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

    - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

    - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

    - The impact of traumatic stress on emotional and mental health;

    - Common misconceptions about suicide;

    - School and community suicide prevention resources;

- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide;
    - Youth with a history of suicide ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;
    - Lesbian, gay, bisexual, transgender, or questioning youth;
    - Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

C. **Employee Qualifications and Scope of Services**

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

- **Specialized Staff Training (Assessment)**

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

Resource:

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

D. **Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Lakeside Union School District suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the Lakeside Union School District Web page and included in the parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide;

    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

E. **Student Participation and Education**

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

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

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

- The content of the education shall include:

    - Coping strategies for dealing with stress and trauma;

    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

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

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

Resources:

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

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at http://www.childrenshospital.org/breakfree

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

Intervention, Assessment, Referral

A. Staff

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

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

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

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

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.

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

- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

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

C. Students

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

D. Parental Notification and Involvement

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

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

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

E. Action Plan for In-School Suicide Attempts

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

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

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

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

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

- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;

- Designate a staff member to handle media requests;

- Provide care and determine appropriate support to affected students;

- Offer to the student and parents/guardians/caregivers' steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

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

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

- Listen actively and non-judgmental to the student. Let the student express his or her feelings;

- Acknowledge the feelings and do not argue with the student;

- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

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

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;

- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;

- Inform the student's teachers about possible days of absences;

- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;

- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

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

I. Responding After a Suicide Death (Postvention)

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

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

- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;

- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
- Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

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

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp.

(a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

(b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

(1) The guidelines are necessary.

(2) The department has the authority to issue the guidelines.

(3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

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

Component 3 Goals

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

Table 3

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

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

Component 4
Cultural Environment

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

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

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

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

Safety Action Plan

- Review of the Safety Plan by the Fire Department and Law Enforcement.
  Persons responsible: Administration

- Staff In-service on Emergency Job Descriptions.
  Persons responsible: Administration and Staff at Lakeside and Suburu Schools

- Determine supplies necessary (prioritize) and then seek donation of supplies.
  Persons responsible: Administration and Safety Committee

- Arrival and Dismissal Procedures – educating parents in proper procedures.
  Persons responsible: Administration and Staff at Lakeside and Suburu Schools

- Safety Training for students.
  Persons responsible: Administration and MOT staff

Component 4 Goals, Bullying Recognition and Prevention.

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

Table 4

Safe School Subcomponent	**Planning Goal**

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

	Positive behavior will be rewarded frequently and publicly when appropriate; rewards will be varied and personal. Students and staff will feel appreciated and will receive consistent feedback to reinforce those feelings and behaviors.
Bullying, Cyberbullying, Recognition and Prevention	1. Bullying Assemblies for K-5 students each year. Lakeside with the Kern County Sheriff's Department. 2. Internet Safety training for teens, assembly with Kern County Sheriff's Department. 3. Passport Days: (Suburu: R.O.A.R Team) Given by the Principal, Vice Principal, or assigned staff member for student expectations for a positive school climate. 4. PBIS meetings monthly to discuss the school's action plans. 5. Suicide Prevention Plan and procedures. Adaptation of counseling services on site and from off sight intervention to also meet the needs of bullying. 6. Reporting Documentation for anonymous reporting of bullying. a. Document Tracking System on each schools' web page b. Anonymous reporting to our school office, called incident reporting forms. 7. Bully Prevention Staff Training completed online with SISC, and turned in by September 30. 9. Counseling of victims, and identified bullies. 10. Aeries and Kern Integrated Data System for a monthly review of disciplinary concerns to address issues of behavioral problems, locations, or high intensity reoccurring problems.
Cyberbullying and, Bullying Protocol	Please refer to disciplinary actions.

Section 2

EMERGENCY COMMUNICATIONS AND READINESS PLAN

Tactical Response, and Readiness Plan

Assessment

1. Lakeside consults with Fire Department and Law Enforcement First Aid Responders on an annual basis.

2. Lakeside shares the emergency plan with first responder agencies.

3. Lakeside shares by public notification with Law Enforcement on violent crimes.

4. Tactical response includes assessment of school crime including reviewing the Emergency Planning Rubric for Schools by Safer Schools Coalition of Kern.

5. Staff representatives attend the Safer Schools Coalition of Kern.

6. Staff is trained annually on Standard Response Protocol.

Prevention

1. Prevention- Staff Badges

2. Mitigation- Electronic Check in at front desk.

3. Preparedness- Trained staff to be aware of people and events around them. Trained students to be aware of unfamiliar people through passport days.

4. Response- Call 911, 9200-00 All Call

4. Recovery- Please review suicide prevention recovery

5. Training of Students and Staff- Standard Response Protocol, with a trained professional annually.

I. Standard Response Protocol

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

Standard Response Protocol (SRP)

1. Hold: This protocol is used when the hallways need to be kept clear of people.

2. Secure: Get Inside. Lock Outside Doors.

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

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

3. Lockdown! Locks, Lights, Out of Sight

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

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

4. Evacuate! To A Location

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

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

5. Shelter! To a Location

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

Examples: Earthquake, flood, or hazmat.

II. RUN, HIDE, FIGHT

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

RUN: Evacuate if Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.

- Leave your belongings behind.

- Keep your hands visible to law enforcement.

- Take others with you, but do not stay behind because others will not go.

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

HIDE: Hide silently in as safe a place as possible

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

FIGHT: Act to disrupt or incapacitate the shooter

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

Lakeside School

I. ADMINISTRATIVE ACTION

Emergency Information

First Responders Guide

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

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

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

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

Prepare statement for transmittal in the following way:

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

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

III. TELEPHONE TREE COMMUNICATIONS

- A telephone tree communication for the school district can be initiated at any level. This system is designed to provide for the flow of information either up or down the tree.

i. **District** Superintendent or designee.
ii. Site Administrator
iii. Lead teachers

1. The point of contact for the site administrators.

2. Responsible for transferring information to and from the site administrator and teachers in their group.

    a. See group assignments below.

3. Responsible for staff and student accountability for their group.

2026-2027

LAKESIDE SCHOOL SAFETY DRILL

Lakeside School		
Safety Drill	**Date**	**Time**
Fire Drill	August 25, 2026	1:45 pm
Duck and Cover	September 10, 2026	9:20 am
Fire Drill	September 23, 2026	9:10 am
Lock Down	October 6, 2026	1:20 pm
California Shake-Out w/ Duck & Cover	October 15, 2026	8:55 am
Lockdown	November 5, 2026	9:10 am
Fire Drill	November 17, 2026	1:45 pm
Fire Drill	December 15, 2026	9:15 am
Lock Down	January 7, 2027	1:45 pm
Fire Drill	January 26, 2027	9:15 am
Fire Drill	February 26, 2027	1:45 am
Fire Drill	March 23, 2027	1:45 pm
Fire Drill	April 30 2027	9:00 am
Fire Drill	May 11, 2027	1:45 pm

Lead Teachers and Group Assignments

Team 1, Channel 2	**Team 2, Channel 2**	**Team 3** Channel 3	**Team 4** Channel 3	**Team 5** Channel 1, 2 &3	**Team 6** Channel 1	**Team 7** Channel 1
A. Rodriguez (R) North	**Moore, (R) South**	**Dinkins, (R) Southwest**	**Greer Southeast (S&R) (R) (H)**	**Oliver (R)**	**Medical Sarti**	**Tristin (R)**
Alcocer (**S&R**) (**R**)	Mann (**S&R**) (**R**)	Llewllyn (**S&R**) (**R**)	Romo (**S&R**) (R) (H)	Aguirre (R)	C.Hernandez (R)	Luna
Aronson **(S&R) (H)**	Andreotti(**S&R**) **(H)**	J.Hernandez **(S&R) (H)**	Chavez **(R)**	Toliver (R)	Talbot	Macias
A.Mosqueda **(S&R) (H)**	Muir **(S & R)** (H)	Ybarra **(S&R)** **(H)**	Brown	Kadel (R)	Brow	Rodriguez
Aguirre	Forster	Clugston	Estella (R)		V. Morones	Ortega
Resendiz	Al Qai Ni	Anahy Perez			J.Elcano	Smith (R)
Tapia	Langley	I.Mosqueda			J.Rodriguez	Springstead
Gavino	S. Rodriguez	Gutierrez			McAdoo	Zavala
Herrera	Garcia	Smith			Martha (R)	Blackwood
Cano	Rendon	Velazquez				Medina
Gonzalez/Surg	Gill	Brian				Woods
D.Hernandez	Meza	Bonilla				Shipley
Travis	Talbot	Ransick				Hernandez
Elcano	Brow	Miller				Castro
Brogden	Morones	C. Lomeli				
E.Hernandez **(R)**		S. Davis				
Alondra Herrera **(R)**		C. Rodriguez				
Licon (R)		Andrade (R)				
Alt. 4-hour aide (R)		Thomas (R)				
		R.Aguirre (R)				
		Elisondo (R)				
		Nunez (R)				
		Criswell (R)				
		Rayford (R)				
		Andrea Perez(R)				
		S. Castaneda (R)				

H= Hardhat

R= Radio

Procedures for Fire Drills and Emergency Drills

1. Wording has been changed in our Crisis Response Emergency Plan
   a. Buddy teacher has been changed to "Supervising Teacher, or Staff Member."
2. All Search and Rescue Teams now have one specific person supervising their classroom. Search and Rescue Teams will not disperse until that person is supervising their class. Give them the roll sheet.
3. All Fire Drills are going to have the "Supervising Teacher, or Staff member present before that class may clear their classroom as "all present." <u>All teachers</u> and <u>all staff</u> please review the Emergency Preparedness Drill with your "Supervising Teacher, or Staff Member so the drill is efficient, and no one is waiting on a team for the "All Clear." Make sure you discuss with one another where you line up for the Fire Drill, and the Emergency Preparedness Drill.
4. If we have a "Fire Drill" in the middle of someone's break, or lunch they are still required to perform their duties and be where they are required to supervise.
5. **If we have a fire drill during lunch period, lunchtime, 7th-8th grade they will line up at their next periods fire drill line outside. TK-6 grade report to their regular class line for a fire drill. All TK-6th graders will always line up at their regular area. All staff having lunch, or breaks will need to participate and head to the appropriate area.**

Lakeside School Supervising Teacher, or Staff Member

1. Students exit the building and line-up in the assigned area in ABC order silently.

2. Take roll once students are lined-up outside in their assigned area in ABC order. Fill out the Student Accountability Form and give it to your assigned supervising staff member. The supervising staff member will have the form ready for (Mrs. Rodriguez, Mrs. Dinkins, Mrs. Moore and Mrs. Greer). Have the accountability form ready to hand to the Team Leader you are assigned to. Once the team leader checks your class off, the supervising staff member will radio Wendy Oliver the status of students.

3. When leaving the room take the disaster container to the Student Assembly Area if available. If you are not on Search and Rescue, take roll and report to your Team Leader when they are ready for you. Students are to remain silent throughout this process.

4. At the Student Assembly Area, students are to stay in ABC order throughout the duration of the exercise so we may locate students efficiently. Have them sit or take a knee and remain silent.

5. Take a roll for your homeroom class once in the Student Assembly area to confirm who is present.

6. North Side and South Side Assembly Leaders report to the Command Post by radio. Southwest side is Mrs. Gill, South Side is Mrs. Moore, and Mrs. Greer. North side is Mrs. Rodriguez.

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

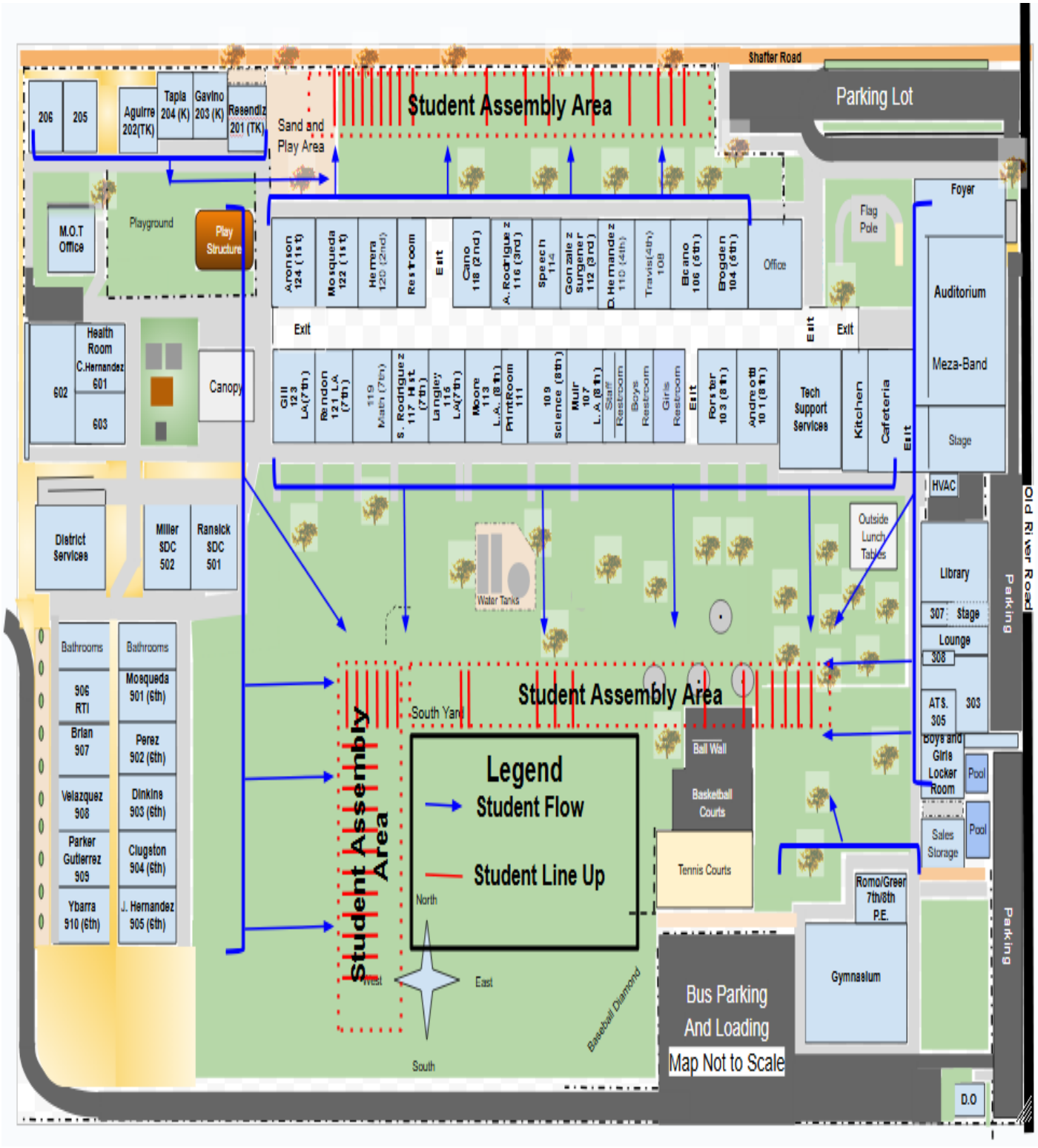
Lakeside School,Crisis Response Assignments

2026 - 2027

Function	Employee	First Duties
Incident Commander/PIO/ Command Post/Operations Chief/ Planning/Intelligence	**Kristin Angelo** **Assistant: Craig Bailey**	1. Roll out Emergency Container 2. Report to Command Post 3. Brief staff on situation 4. Deploy staff to positions
Perimeter Security/Facilitator Logistics Chief /Supplies /Facilities	**Berenice Ortega** **Assistants: All MOT**	1. Secure all gates and entrances to school and remain there until Commander states otherwise 2. Field emergency vehicles 3. Distribute supplies as needed 4. Take out all signs and set them up at proper locations 5. Place the cones out at the baseball diamond for classes to line up.
Finance/Administration Chief	**Leader: Wendy Oliver**	1. Report to Command Post 2. Set-up work space 3. Turn radios to Channel #2 4. Student Assembly Area will notify you of missing students 5. Brief Incident Commander of students that are unaccounted for 6. Record information that relates to incident purchasing
Student Request/ Student Release/Reunification Gate	**Leader: Rachelle Tolliver** **Assistant:**	1. Report to Command Post for briefing 2. Obtain Student Emergency Cards at Command Post 3. Turn radio to Channel #3 to communicate with Student Assembly Area leaders 4. Set-up work station by gate 5. Students are not released at the reunification gate until all students are accounted for.
Medical Team ☆ Triage ☆ First Aid	**Leader: Health Tech: Claudia Hernandez** **Staff Nurse: Heather Sarti** Assistants: Talbot, Brow, Morones, Elcano, McAdoo M. Valencia	1. Take roll then give roll to your Buddy Teacher 2. Take Emergency Boxes to First Aid Area 3. Turn radio to Channel #1 and respond to Search & Rescue medical needs 4. Notify Command Post of serious situations 5. Spread out tarps 6. Administer First Aid as needed


Shafter Road
Parking Lot
Team 1, Channel 2
North Yard - Playground
Sand and Play Area
Aguirre 206 (TK)
Resendiz 205(TK)
204
Tapia 203 (K)
Gavino 202 (K)
201
M.O.T Office
Playground
Play Structure
Aronson 124 (1st)
Mosqueda 122 (1st)
Herrera 120 (2nd)
Restroom
Exit
Cano 118 (2nd)
A.Rodriguez 116 (3rd)
Speech 114
Gonzalez Surgener 112 (3rd)
D.Hernandez 110 (4th)
Travis(4th) 108
Bicano 106 (5th)
Brogden 104 (5th)
Office
Flag Pole
Foyer
Auditorium
Meza-Band
Stage
Exit
Exit
602
Room C.Hernandez 601
603
Canopy
Team 2, Channel 2
Gill 123 L.A (7th)
Room 122 L.A (7th)
Mc 121 Math (7th)
S. Rodriguez 117 L.A. (8th)
Lackey L.A (8th)
Moore L.A (8th)
Principal's Room 111
109 Science (8th)
Muir 107 L.A (8th)
Staff Restroom
Boys Restroom
Girls Restroom
Exit
Forster 103 (8th)
Andreotti 101 (8th)
Tech Support Services
Kitchen
Cafeteria
Exit
Team 4, Channel 3
HVAC
District Services
Miller SDC 502
Ransick SDC 501
Water Tanks
Outside Lunch Tables
Library
307
Stage
Lounge
308
ATS. 305
303
Boys and Girls Locker Room
Pool
Pool
Sales Storage
Bathrooms
Bathrooms
906
Brian 907
Velazquez 908
Gutierrez 909
Ybarra 910 (6th)
Mosqueda 904 (6th)
Perez 902 (6th)
Dinkins 903 (6th)
Clugston 904 (6th)
J. Hernandez 905 (6th)
Team 3, Channel 3
South Yard
Ball Wall
Basketball Courts
Tennis Courts
Romo/Greer 7th/8th P.E.
Gymnasium
North
West
East
South
Baseball Diamond
Bus Parking And Loading
Map Not to Scale
D.O
Old River Road
Parking
Parking

LAKESIDE SCHOOL CRISIS RESPONSE LAYOUT



Staff in Charge of Students	Location
Team 1 Team 1 walks students to the student body area # 1and takes roll. A. Rodriguez brings her students to the student body area and takes roll. Estefan Alcocer helps with Search and Rescue and radio's if rooms are clear. Aronson and A. Mosqueda help with Search and Rescue after role is taken and reported to A. Rodriguez. E. Hernandez supervises Aronson's class, and A. Aceves supervises A. Mosqueda's class. The remaining teachers take roll and report to A. Rodriguez the Team Leader (North). A. Rodriguez calls in all classes with student's present or missing from roll of each teacher's classroom. Search and Rescue remain with injured, and, or escort them to triage. Once completed they go to their homeroom class and supervise.	See Map for Evacuation Plan Number **A. Rodriguez- Team Leader (North)** Estefan Alcocer- **Search and Rescue** Radio Aronson: **Search and Rescue** Mosqueda: **Search and Rescue** L. Aguirre:Supervise own class Resendiz: Supervise own class Tapia: Supervise own class Gavino: Supervise own class E. Hernandez: Supervise Aronson's class. A. Herrera: Supervise Mosqueda class. E. Herrera: Supervise own class. Cano: Supervise own class. Room 114: Help supervise. Gonzalez/Surgener: Supervise own class. D. Hernandez: Supervise own class Travis -supervises own class Elcano- supervises own class Brogden- supervises own class
Team 2 Team 2 walks students to the student body area # 2 and takes roll. Moore brings her students to the student body area and takes roll. Mann helps with Search and Rescue and radio's if rooms are clear. Muir and Andreotti help with Search and Rescue, after role is taken and reported to Moore. Forster supervises Andreotti's class. Lubna Al Qai Ni supervises Muir's class. The remaining teachers take roll and report to Moore the Team Leader (South). Moore calls in all classes with student's present or missing from roll of each teacher's classroom. Search and Rescue remain with injured, and, or escort them to triage. Once completed they go to their homeroom class and help supervise.	See Map for Evacuation Plan Number **Moore-Team Leader (South)** Mann-**Search and Rescue Radio** **Muir-Search and Rescue** **Andreotti-Search and Rescue** Lomeli- Supervises Andreotti's class Forster- Supervises own class and Andreotti's class. Lubna Al Qai Ni-Supervises own class and Muir's class. Langley-Supervises own class S. Rodriguez- Supervises own class Garcia- Supervises own class. Rendon- Supervises own class. Gill- Supervises own class.
	See Map for Evacuation Plan Number

Team 3 Team 3 walks students to the student body area # 3 and takes a roll call. J. Hernandez and Ybarra bring the classes to the student body area and takes roll and reports roll to team leader Dinkins prior to all other teachers. C. Rodriguez supervise J. Hernandez's class. Guerra Supervises Ybarra's class. The remaining teachers take roll and report to Dinkins the Team Leader (Southwest). Dinkins calls in all classes with student's present or missing from roll of each teacher's classroom. Search and Rescue remain with injured, and, or escort them to triage. Once completed they go to their homeroom class and supervise.	**Dinkins- Team Leader (Southwest)** Jessica Llewellyn: **Search and Rescue Radio** J. Hernandez: **Search and Rescue** Ybarra: **Search and Rescue** Perez: Supervises own class I. Mosqueda: Supervise own class Clugston: Supervise own class Gutierrez: Supervise own class Smith: Supervise own class Brian: Supervise own class Andrade: Supervise Brian's class Bonilla: Supervise own class C. Rodriguez: Supervise J. Hernandez class. Guerra: Supervise Ybarra's class Velazquez: Supervises own class A. Perez: Supervise Velazquez's class Castaneda: Supervise Velazquez's class Rayford: Supervise Velazquez's class Miller: Supervises own class Criswell: Supervises Miller's class Nunez: Supervises Miller's class Ransick: Supervises own class R. Aquirre: Supervises Ransick's class Elisondo: Supervises Ransick's class.
Team 4 Teams 4 walks out to the student body area # 4 and takes roll. Greer reports students missing from her class and Romo's class. Chavez, E. Travis and Valencia supervise Greer's and Romo's classes. Romo and Greer clear Counseling, Kitchen, Cafeteria, Auditorium, Stage, Library, Lounge, 301,303, boys' and girls' locker room, pool, and gymnasium. Check to see if any students need to be transported.	See Map for Evacuation Plan Number **Greer-Team Leader (Southeast)** Greer-**Search and Rescue Radio** Romo-**Search and Rescue** Chavez-Supervise own class & PE classes E. Travis- Supervise Greer's class Valencia- Supervises Romo's class
Team 5 Walks out to student body area #5 and turns radios to assigned channels to communicate with all Search and Rescue, and Medical Team.	See Map for Evacuation Plan Number Rachelle Toliver Radio channel 3 Margee Aguirre Radio channel 3 Wendy Oliver Radio channel 2 Melissa Kadel-Channel 1 report students at triage to Margee and Wendy
Team 5	See Map for Evacuation Plan Number Rachelle Toliver Radio Channel 3

Melissa Kadel – Sweeps workroom, Sp. Ed. Offices and walks to Command Post, turns radio to channel 1. Rachelle Tolliver – Sweeps & locks all office doors, and supervises Release Gate. Aguirre Reports to Command Post. Wendy Oliver reports to Command Post.	Margee Aguirre Radio Channel 3 Wendy Oliver Radio Channel 2 Melissa Kadel-Radio channel 1 list students in triage to Margee and Wendy. Kadel will need a pencil and paper to write the names down.
Team 6 Sarti, C. Hernandez, Radio students in the Health Office and reports any for triage. Radio channel 1 to communicate with Health Room. Psychology, District Services with Baylee Talbot.	Triage Sarti, Hernandez, Talbot, Brow, V. Morones, J. Elcano, J. Rodriguez, McAdoo, E. Travis
Team 7 See instructions for Team 9 on M.O.T on the following pages.	

Search and Rescue Team

- ☆ Team members

Leader: Wendy Oliver –Radio to <u>channel #2</u>
Assistant: Margee Aguirre-Radio to channel #3
Rachelle Channel #3
Assistant: Kadel to channel #1

Teams 1 have your radios turned to <u>Channel 2.</u>

<u>Team 1</u>
Team Leader: A. Rodriguez
Search and Rescue: Aronson, Mosqueda, Estefan Alcocer
Rooms: 104, 106, 108, 110, 112, 114, 116, 118, 120, Lower Restrooms, 122, 124, 201, 202, 203, 204, 205, 206.

Teams 2 have your radios turned to <u>Channel 2</u>

<u>Team 2</u>
Team Leader: Moore
Search and Rescue: Tarrah Mann, Andreotti, S. Davis.
Rooms: 101, 103, upper restrooms, teacher restrooms, 107, 109, 111, 113,115, 117, 119, 121, 123, 602, 603

Teams 3 have your radios turned to <u>Channel 3</u>

<u>Team 3</u>
Team Leader: Dinkins
Search and Rescue: Jessica Hernandez, Ybarra, Jessica Llewellyn
Rooms: 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, portable restrooms,501, 502, District Services.

Team 4 have your radios turned to Channel 3

<u>Team 4</u>
Team Leader: Search and Rescue Brooke Greer
Search and Rescue: Greg Romo
Chavez
Valencia
Rooms: Gymnasium, Gym offices, Boys and Girls Locker Rooms, 303, Lounge, Library, Auditorium, Stage, Foyer, Cafeteria, Kitchen, Counseling.

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

Team 5 have radios turned to respective channels.  **Team 6 have radios turned to respective channels. Default location for the medical team is the Health Room. In case of a hazard location will be determined upon safety.**	**<u>Team 5</u>** Melissa Kadel– Sweeps workroom, and reports to command post turns radio to Channel #1. Wendy Oliver– Reports to Command Post. Turns radio to channel #2. Rachelle Toliver- Sweeps & locks all office doors and goes to the reunification gate. Monitors channels 3. Margee Aguirre- Sweeps Cafeteria and reports to Command Post. Turns radio to channel # 3 **<u>Team 6</u>** Sarti, C. Hernandez, Radio students in the Health Office and reports any for triage. Radio channel 1 to communicate with Kadel. Clear Health Room. Baylee Talbot. Estelle Travis reports triage on Channel 1 to Kadel.	

Student Assembly Area	**A. Leader: North** **A. Rodriguez-Channel 2** **B. Leader: South** **Moore-Channel 2** **C. Leader: Southwest** **Dinkins- Channel 3** **D. <u>Leader: Southeast Greer</u> - Channel 3 Reports and clears rooms.** **E. Hernandez Medical gives Estelle Travis names to report on Channel 1 all triage patients to Kadel. Kadel makes a list for Oliver and Aguirre so they may locate all students.**	1. Turn Radio to the assigned channel. 2. Collect each group's attendance and notify the Command Post of any students unaccounted for 3. Students are to remain in class groups 4. Students are to remain silent and sit or take a knee 5. Send students to First Aid as needed 6. Student Reunification staff will contact you to request students 7. Arrange sibling reunions with lower grade 8. In a real event, students may talk quietly only when the Student Assembly Area Leader/Assistant gives the O.K., and that would be after all students have been accounted for, emergency personnel have been notified and are on scene, and students are waiting for parent pick-up
Student Care/Sanitation	**Leader: M.O.T.- Team 7**	1. Get Cones Placed for classrooms 2. Get Sanitation set-up 3. Block off Shafter Road for Points of Ingress and Egress for Safety vehicles.

MOT to Do for Disaster Drill

-Put vest on

-Tristin Camp calls M&S Security (661) 397-9616

-Tristin Camp calls Kern County Fire Dept. 861-2521 or Old River 831-3467

-Bailey calls drill on loud speaker 9200 Pause # 00

-Wait one minute then sound earthquake evacuation. 9200 Pause # 13

- Cesar

- Check gas & electric

- Report to Command Post on Radio Channel # 1 (Medical Channel), Channel #2 Search and Rescue, Channel #3 Search and Rescue to help with additional Search and Rescue if needed.
- Help with traffic control

-Lisa – Put out signs

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

-**Berenice -**

- Lock all gates at bus barn, shop and north yard
- Report to Command Post by radio channel #2 or #3
- Station at supply container
- Get out toilets
- Get out supplies as needed

-**-Lisette**

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

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

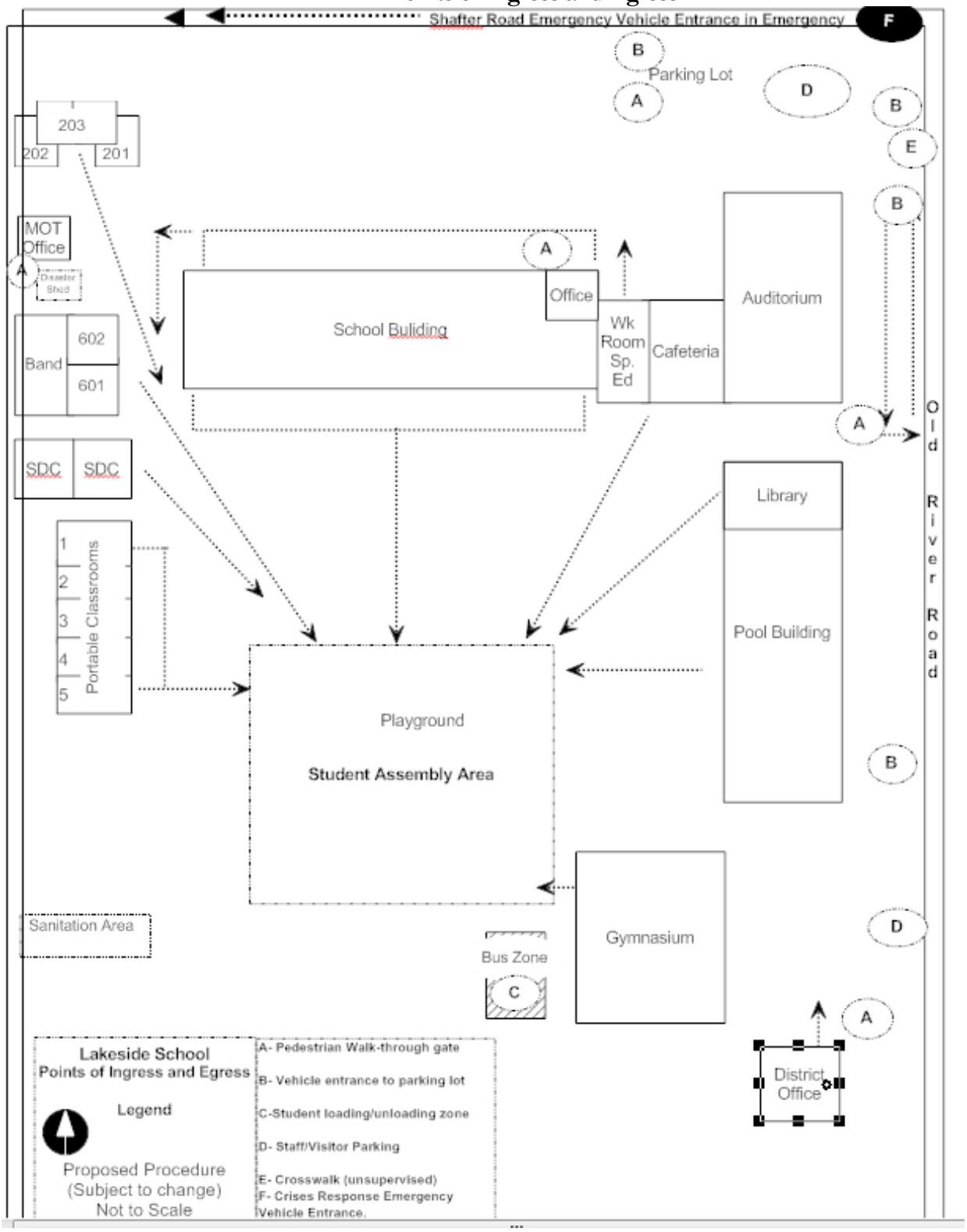
-Megan –

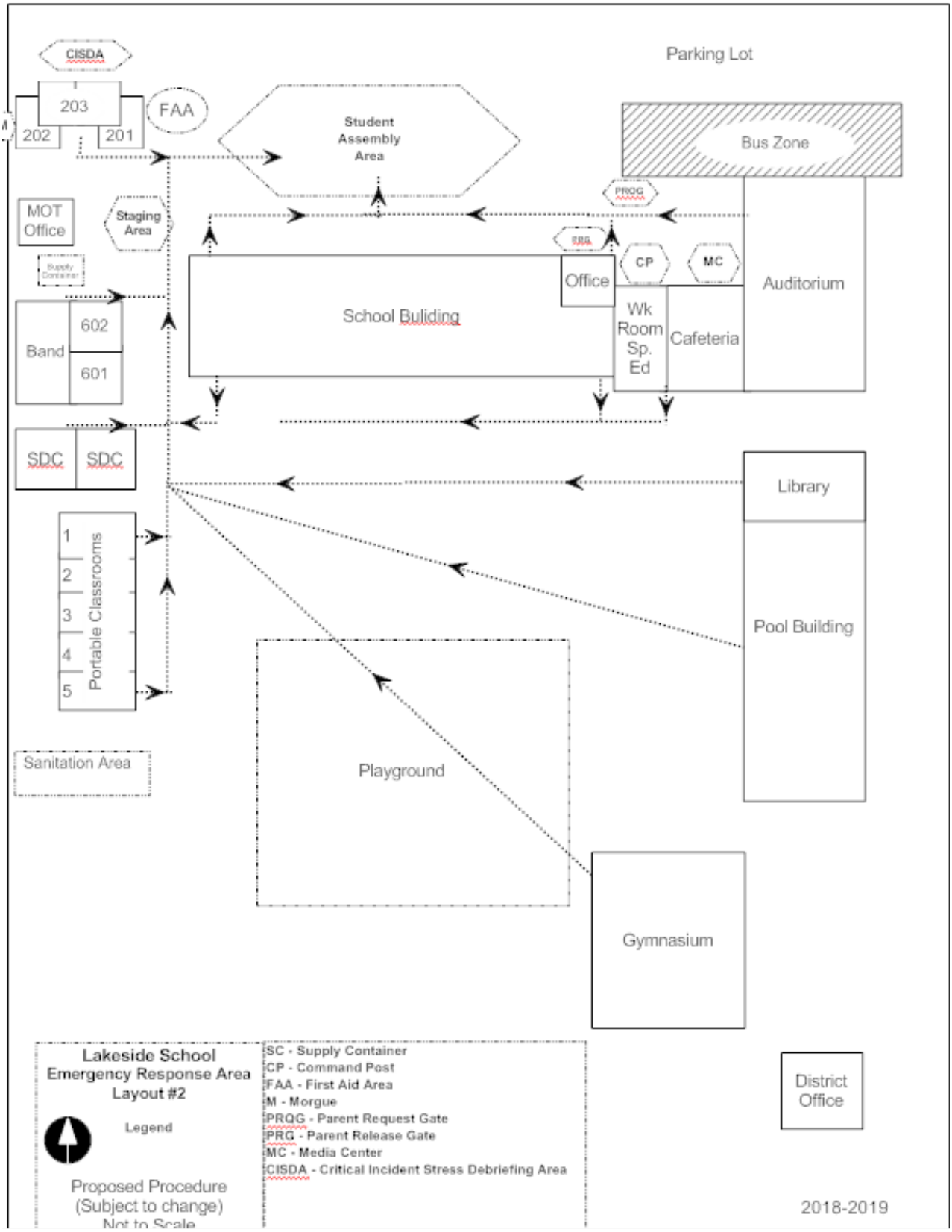
- Station at side of Old River Road and Shafter in front of school to direct people and emergency vehicles if needed. Emergency vehicles down Shafter. Parent Pick Up goes to the District Office Area.
- Stay tuned to Channel 1 (Medical Channel), also Channel 2 and 3 for Search and Rescue.

<u>After completion of drill</u>

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

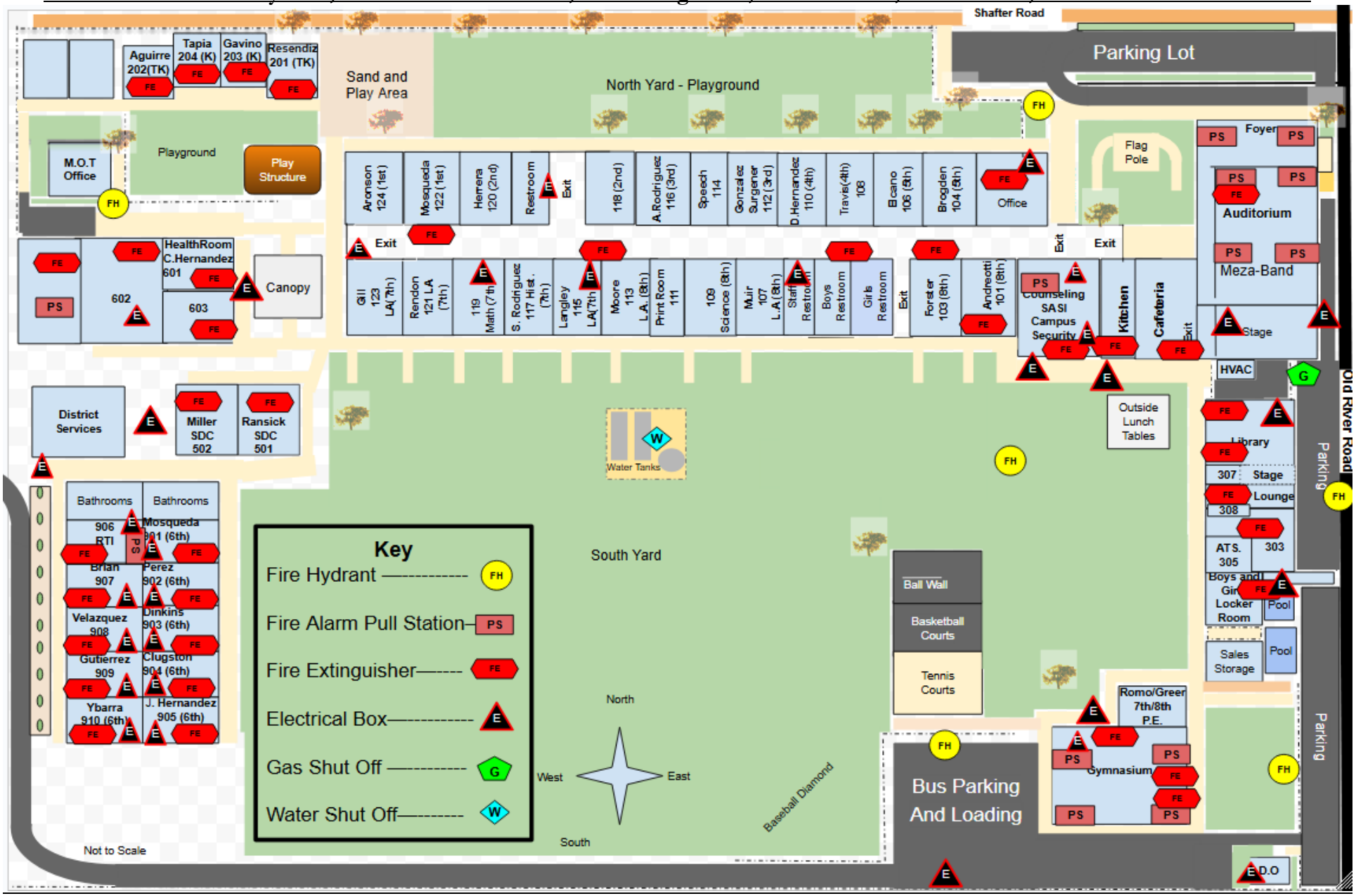
Points of Ingress and Egress




CISDA
Parking Lot
203
202
201
FAA
Student Assembly Area
Bus Zone
PRQG
MOT Office
Staging Area
PRG
CP
MC
Office
Auditorium
School Buliding
Wk Room Sp. Ed
Cafeteria
Band
602
601
SDC
SDC
Library
1
2
3
4
5
Portable Classrooms
Pool Building
Sanitation Area
Playground
Gymnasium
Lakeside School
Emergency Response Area
Layout #2
Legend
Proposed Procedure
(Subject to change)
Not to Scale
SC - Supply Container
CP - Command Post
FAA - First Aid Area
M - Morgue
PRQG - Parent Request Gate
PRG - Parent Release Gate
MC - Media Center
CISDA - Critical Incident Stress Debriefing Area
District Office
2018-2019

Lakeside School Utility Shut off 2026-2027

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



Emergency Assignments

Lakeside School

Incident Commander

PIO

Command Post

Operations Chief

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

Planning/Intelligence Chief

Logistics Chief

- Supplies/Equipment
- Staffing

Finanance/Administration Chief

Section: Command
Incident Commander

Responsibilities:

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

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

Start-up Actions:

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

Ongoing Operational Duties:

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

Closing Down:

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

Command Post Equipment/Supplies:

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

Section: Planning/Intelligence
Planning? Intelligence Chief

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Student and Staff Accounting:

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

Situation Status (Map):

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

Situation Analysis:

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

Closing Down:

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

- Securely package and store these documents for future use.

Equipment/Supplies:

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

Section: Operations
Operations Chief

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

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

Start-Up Actions:

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

Ongoing Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

Section: Operations
Search and Rescue Team Leader

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

Start-up Actions

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies

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

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

Section: Operations Search and Rescue Teams/Utilities

Safety:

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

Start-up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

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

Section: Operations Medical Team Leader

Responsibilities:

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

Start-up Actions:

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

Operational Duties:

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

Closing Down:

- At the Operations Chief's direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by OC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies t Logistics
- Clean up area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

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

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students

8X10" compress: 150 per 500 students
Kerlix bandaging: 1 per student
Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
Triangular bandage: 24 per campus
Cardboard splints: 24 each, sm, med., large

Steri-strips or butterfly bandages: 50/campus
Aqua-Blox (water) cases:
0.016 x students+ staff=#cases
(For flushing wounds, et cetera)
Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus
Bleach, 1 small bottle
Heavy duty rubber gloves, 4 pair

Plastic basket or wire basket stretchers or backboards: 1.5/100 students
Scissors, paramedic: 4 per campus
Tweezers: 3 assorted per campus
Triage tags: 50 per 500 students
Latex gloves: 100 per 500 students
Oval eye patch: 50 per 500 students
Tapes: 1" cloth: 50 rolls/campus
2" cloth: 24 per campus
Dust masks: 20/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2 advanced per campus
Space blankets: 1/student and staff.

Section: Operations
Medical Team

Personnel: First aid trained staff and volunteers.

Responsibilities:

- Use approved safety equipment and techniques.

Start-Up Actions:

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

Operational Duties:

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

Triage Entry Area

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

Treatment Area ("Immediate" and "Delayed")

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

Closing Down:

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

Equipment/Supplies:

- First aid supplies (see list below)

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

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students

8X10" compress: 150 per 500 students
Kerlix bandaging: 1 per student
Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
Triangular bandage: 24 per campus
Cardboard splints: 24 each, sm, med., large

Steri-strips or butterfly bandages: 50/campus
Aqua-Blox (water) cases:
0.016 x students+ staff=#cases
(For flushing wounds, et cetera)
Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus
Bleach, 1 small bottle
Heavy duty rubber gloves, 4 pair

Plastic basket or wire basket stretchers or backboards: 1.5/100 students
Scissors, paramedic: 4 per campus
Tweezers: 3 assorted per campus
Triage tags: 50 per 500 students
Latex gloves: 100 per 500 students
Oval eye patch: 50 per 500 students
Tapes: 1" cloth: 50 rolls/campus
2" cloth: 24 per campus
Dust masks: 20/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2 advanced per campus
Space blankets: 1/student and staff.

Student Care

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

Responsibilities:

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

Lockdown or Shelter in Place:

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

Evacuation:

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

Assembly Area:

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

Remaining Supervising Teacher:

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

Student Release:

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

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down

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

Equipment/Supplies:

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

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

Section: Operations
Student Release

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

Start-Up Actions:

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

Operational Duties:

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

Procedures:

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

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

If student is with class:

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

If student is not with the class:

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

Closing Down:

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

Equipment/Supplies

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

Section: Logistics
Logistics Chief

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

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

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

Finance:

- Secure all documents regarding purchases.

Section: Logistics Staffing

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

Section: Finance/Administration
Finance/ Administration Chief

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Timekeeping

Operational Duties:

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

Equipment/Supplies

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

Section: Command
Incident Commander

Responsibilities:

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

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

Start-up Actions:

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

Ongoing Operational Duties:

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

- Brief agency representatives on current situation, priorities, and incident action plan. Provide periodic updates.

Closing Down:

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

Command Post Equipment/Supplies:

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

Section: Planning/Intelligence
Planning? Intelligence Chief

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

Records:

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

Student and Staff Accounting:

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

Situation Status (Map):

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

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Equipment/Supplies:

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

Section: Operations
Operations Chief

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

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

Start-Up Actions:

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

Ongoing Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

Section: Operations
Search and Rescue Team Leader

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

Start-up Actions

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies

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

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

Section: Operations Search and Rescue Teams/Utilities

Safety:

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

Start-up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

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

Section: Operations Medical Team Leader

Responsibilities:

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

Start-up Actions:

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

Operational Duties:

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

Closing Down:

- At the Operations Chief's direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by OC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies t Logistics
- Clean up area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

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

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students

8X10" compress: 150 per 500 students
Kerlix bandaging: 1 per student
Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
Triangular bandage: 24 per campus
Cardboard splints: 24 each, sm, med., large

Steri-strips or butterfly bandages: 50/campus
Aqua-Blox (water) cases:
0.016 x students+ staff=#cases
(For flushing wounds, et cetera)
Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus
Bleach, 1 small bottle
Heavy duty rubber gloves, 4 pair

Plastic basket or wire basket stretchers or backboards: 1.5/100 students
Scissors, paramedic: 4 per campus
Tweezers: 3 assorted per campus
Triage tags: 50 per 500 students
Latex gloves: 100 per 500 students
Oval eye patch: 50 per 500 students
Tapes: 1" cloth: 50 rolls/campus
2" cloth: 24 per campus
Dust masks: 20/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2 advanced per campus
Space blankets: 1/student and staff.

Section: Operations
Medical Team

Personnel: First aid trained staff and volunteers.

Responsibilities:

- Use approved safety equipment and techniques.

Start-Up Actions:

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

Operational Duties:

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

Triage Entry Area

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

Treatment Area ("Immediate" and "Delayed")

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

Closing Down:

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

Equipment/Supplies:

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

Recommended First Aid Supplies

4X4" compress: 1000 per 500 students

8X10" compress: 150 per 500 students
Kerlix bandaging: 1 per student
Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
Triangular bandage: 24 per campus
Cardboard splints: 24 each, sm, med., large

Steri-strips or butterfly bandages: 50/campus
Aqua-Blox (water) cases:
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(For flushing wounds, et cetera)
Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus
Bleach, 1 small bottle
Heavy duty rubber gloves, 4 pair

Plastic basket or wire basket stretchers or backboards: 1.5/100 students
Scissors, paramedic: 4 per campus
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Triage tags: 50 per 500 students
Latex gloves: 100 per 500 students
Oval eye patch: 50 per 500 students
Tapes: 1" cloth: 50 rolls/campus
2" cloth: 24 per campus
Dust masks: 20/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2 advanced per campus
Space blankets: 1/student and staff.

Student Care

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

Responsibilities:

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

Lockdown or Shelter in Place:

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

Evacuation:

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

Assembly Area:

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

Remaining Supervising Teacher:

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

Student Release:

- Student runners will bring form requesting student.
- Note that student has left on the Student Accounting form.

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down

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

Equipment/Supplies:

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

- Water; Food; Sanitation supplies.
- Student Activities: books, games, coloring books, et cetera.
- Forms: Student Accounting, Notice of First Aid Care.

Section: Operations
Student Release

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

Start-Up Actions:

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

Operational Duties:

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

Procedures:

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

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

If student is with class:

- Runner shows Student Release form to the teacher.
- Teacher marks box, "Sent with Runner"
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.

- Release staff-match student requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release form, and release student.

If student is not with the class:

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

Closing Down:

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

Equipment/Supplies

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

Section: Logistics
Logistics Chief

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

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

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

Finance:

- Secure all documents regarding purchases.

Section: Logistics Staffing

Response: This unit is responsible for coordinating the assignments of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment/Supplies:

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

Timekeeping

Operational Duties:

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

Equipment/Supplies

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

Section: Finance/Administration
Finance/ Administration Chief

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Lakeside Union School District

Safety Supply Needs

There are a variety of companies and committees recommending supply needs for schools.
Each list has different items and quantities listed. The attached is a combination of this list

Food

The bulk of stored food should be non-perishable and need no refrigeration or heating after opening. Food is generally a low priority item, except for those with diabetes and certain other specific medical conditions. The recommended amount is three days' supply for each student and staff member.

Option 1

Each student brings food to be put in individual comfort packs.
This food would have to be checked for freshness and monitored by the student care if needed for three days.

Option 2

The district buys bulk food.
This food could be purchased for each year and then donated at the end.

Option 3

The district purchases emergency food bars. Each bar has 3600 calories and has a 5 year shelf life. (3600 calories is a 3 day supply)

Water

Water needs are the same on all lists. People can survive without food but not without water. How to store the needed water is the most difficult decision.

The two schools will need 2300 gallons for the recommended 5 days.

The least expensive appears to be using 55 gallon drums with smaller containers to move the water to needed locations on campus**.**

Sanitation

District needs

10	portable toilets
10	privacy shelters
200	rolls toilet paper
3000	wet wipes
3000	Plastic bags with ties
100	Large trash bags

(Soap and water are recommended if available)

You should not plan on burying any human waste. This would create a cleanup nightmare for each site. Plan to use one dumpster on site to place all waste.

Classroom Kit Recommendation

(One kit per classroom)

1 storage bucket
1pair leather gloves
1 tarp
1 whistle
1 clipboard with pen and paper
3 pair latex gloves
3 pressure bandages
3 space blankets
1 identification vest
1 safety goggles

Buddy teacher list
Disaster emergency cards
Student accounting forms, blank
Campus two way radios

Student activities (books, games, coloring books, etc.)

Optional Items
Trash bags (to be used as rain ponchos)
Individual blankets
Individual comfort kits
Flashlights

First Aid Supplies-District Totals

These items are based on 1000 students following the recommendation from the CA Select Committee on the Northridge earthquake.
These numbers do not include individual classroom kits or the search and rescue team kits.

2000	4x4 compress
300	8xqp compress
1000	kerlix bandage
24	2" ace wraps
24	4" ace wraps
48	Triangular bandages
48	Small cardboard splints
48	Large cardboard splints
100	Butterfly bandages
16	cases aqua box sterile water
244	Neosporin
2	Bleach
15	Stretchers
8	Paramedic scissors
6	Tweezers
200	Latex gloves
100	1" tape
48	2" tape
250	Dust masks
100	Blankets
4	Basic first aid kits
4	Advanced first aid kits
8	Rubber gloves
250	Triage tags

It is recommended the medical team and search teams review these recommendations and adjust the list as needed.

For example:
- Antiseptic wipes
- CPR barriers
- Gauze roll bandages
- Cold packs
- Advanced first aid kit
- Burn Supplies

Search and Rescue Teams

(Each team needs a complete kit)

2 OSHA approved hard hats
2 Identification vest
2 Leather work gloves
10 Latex gloves
2 Safety goggles
2 Whistles
Master Keys
One First-Aid backpack per team
2 Flashlights with extra batteries
1 Pry bar
2 Duct tape
Clipboard with- Job description
-Search plan maps
-Pens and paper
- Grease pencil and markers
Campus two way radios
Duffle or tote bag for equipment

Recommended that the search teams review these items and adjust the list as needed
For example: Kneepads
Drinking water
Flagging tape
Door wedges to keep doors open during search
Back belts

Campus Tools and Supplies

Utility shut off wrench
Barrier tape 3 rolls 3"x1000"
Broom
Pliers, adjustable 10"
Pliers, adjustable 8"
Pry bar 24"
Hacksaw
Bolt cutters 18"
Hammer 3 lbs.
Duct tape
Plastic bags (min 6)
Shovel for clean-up
Angle head flashlight with batteries
Screwdriver 6"
Screwdriver 4" Phillips
Utility knife
Container to hold tools

4 Folding tables 3'x6'
2 Folding chairs
Identification vests (color coded to match school plan)
Clipboards with job descriptions
Extra clipboards with pens and paper
Signs for student request and release
Alphabetical dividers for request gate

Copies of all necessary forms: Each team leader should list individual forms needed.

Storage location:

All storage containers for supplies must be organized, bug free, water tight, secure from vandals, and if possible, kept cool. Ventilators on the roofs of storage containers allow vandal access. Some schools have purchased used refrigerated cargo containers or sprayed insulation inside the container. Containers should be located on a paved, level surface, away from hazards, preferably in a shaded area. It is highly recommended that shelves be installed to hold and organize the supplies. Secure all supplies from damage during ground shaking. Local fire departments should have keys to the storage container for access to supplies in the event of any local emergency with an agreement to replace the supplies within 72 hours.

Forms

Student Accounting Form

Teacher Name_____

Room #_____

Number of students present today: _____

Number of students absent today: _____

Names of students absent today:

1. _____
2. _____
3. _____
4. _____
5. _____

Number of students present but not accounted for during this disaster drill: _____

Names of students present but not accounted for during this disaster drill:

1. _____
2. _____
3. _____
4. _____
5. _____

Sample Log

Date_____

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. They are legal documents!

9:50 Approximate time of quake
9:55 Custodian opened container
10:00 Set up command post, Becky Harrison in charge
10:00 Becky says Nurse Nightingale is off campus
10:00 Student accounting forms coming into CP
10:00 Teachers are reporting to manpower pool
10:02 Report of Carrie Macintosh trapped in computer lab
10:06 Water running out of boys room by room 3
10:10 S&R teams assigned, team #1 told about Carrie in computer lab
10:14 S&R #3 radio batteries dead
10:15 Broken glass and lights in room 10
10:16 Repairman on office roof prior to quake not seen since
10:17 Aftershock- no injuries reported- students are seated
10:18 All S&R teams check in ok
10:19 Room 20 front door jammed
10:20 Sarah Laws and Mary Hans (parent nurses) here to help
10:21 Becky places Sarah in charge of medical
10:22 Nancy Power assigned stress counseling
10:23 Aftershock- Becky Harrison injured
10:24 All S&R teams check in ok
10:24 Command transferred to Laura Werner
10:25 District EOC on radio-we receive but cannot transmit
10:26 Natural gas leak below bungalow 30
10:27 Custodian sent to check gas leak
10:28 Major damage to cafeteria
10:28 Broken windows/lights- room 14
10:29 Burning smell room 23
10:30 Custodian unable to shut off gas by room 30
10:32 Michael Burns here- sent to help custodian
10:33 Room 32 shaken off foundation
10:35 Police helicopter flies over
10:35 Gas leak stopped
10:35 John Forest climbed fence, took son Jeremy
10:36 Michelle Pauls here-assigned with Nancy Powers
10:38 Medical-reports total 9 minor injuries, 1 broken leg

Emergency Time/Situation/Response Report

TIME	SITUATION	RESPONSE	INITIAL

Sample Public Information Release

Check (___) as appropriate: District/District-wide_____ School_____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____has just experienced a (n) _____

____The (students/employees) [(are being) or (have been)] accounted for.

____No further information is available at this time.

____Emergency medical services [(are here) or (are on the way) or (are not available)]

____Police [(are here) or (are on the way) or (are not available to us)]

____Fire Dept. /Paramedics [(are here) or (are on the way) or are not available to us)]

____ _____ [(are here) or (are on the way) or (are not available)].

____Communication center(s) for parents (is/are) being set up at _____

To answer questions about individual students.
Communication center(s) for families (is/are) being set up at _____

To answer questions about individual employees.
____Injuries have been reported at _____and are being treated at the site by (staff/professional medical responders). (#)____reported injured.

____Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

#___Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at _____.

____Confirmed deaths have been reported at _____.

____Structural damage has been reported at the following sites: _____.

Release restrictions: ____No ____Yes
If yes, what?

Released to the public as Public Information Release#____
(Date/Time: _____)

Search and Rescue Teams

SEARCH AND RESCUE TEAM LEADER_____

Note: The number of teams will vary depending on the size of campus.

NAMES

1._____

SEARCH AND RESCUE TEAM #1
NOTES:

2._____

_____

1._____

SEARCH AND RESCUE TEAM #2
NOTES:

2._____

_____

1._____

SEARCH AND RESCUE TEAM #3
NOTES:

2._____

_____

1._____

SEARCH AND RESCUE TEAM #4
Notes

2._____

_____

1._____

SEARCH AND RESCUE TEAM #5
NOTES:

2._____

_____

Radio	Keys	Hard Hat	Goggles	Bucket	Vest	Clipboard

S&R Team Leader

- Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving CP; include radio check. Advise teams of known injuries.
- Remain at CP table.
- Be attentive to all S&R related communications
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in room 20 would be recorded as "S/2=FM 20" in box under team #3.
- Utilize manpower pool to aid S&R, i.e., request for backboard and carryout or request for rescue equipment.

Student Release Form

To be taken by Runner

Please Print

Student's Name_____

Teacher_____ Grade_____

Requested By_____

****

To be filled in by Request Gate Staff

Proof of I.D._____ Name on Emergency Card_____

(yes) (no)

****

Student' Status
To be filled in by teacher

Sent with Runner_____Absent_____ First Aid_____ Missing_____

****

To be filled in by Release Gate Staff

Proof of I.D._____ Name on Emergency Card_____

(yes) (no)

****

To be filled in by Request
at Release Gate

Requester Signature_____
Destination_____
Date: _____
Time_____

UPDATE REPORT

Name_____ Time_____
#_____ Children remaining at school
#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

UPDATE REPORT

Name_____ Time_____
#_____ Children remaining at school
#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

UPDATE REPORT

Name_____ Time_____
#_____ Children remaining at school
#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

UPDATE REPORT

Name_____ Time_____
#_____ Children remaining at school
#_____ Staff members remaining to care for children

____Assistance required: ____Water ____Food ____Blankets ____ #____people to help

NOTICE OF FIRST AID CARE

DATE: _____
SCHOOL: _____

Dear Parent

_____ was injured at school and has been given first aid. If you feel further care is necessary please consult with your family physician.

Destination: (If not presently on site) _____

Transporting Agency: (If not presently on site) _____

Time: _____

Remarks:

Please sign and return white copy to school. Retain a copy for your records.

_____ _____

Parent's Signature School Representative's Signature

Note: 1 copy goes home with student
1 copy stays with teacher or medical treatment team records

DISTRICT WIDE EARTHQUAKE DRILL
SITE OBSERVER CHECKLIST

Duck/Cover/Hold:

The teacher led duck/cover/hold by example
The students knew the proper procedure:
The students ☐ ducked under cover ☐ covered their eyes ☐ held on
The teacher gave instructions and reassurances
Teacher checked self and evaluated situation
Teacher asked students to check selves and others
Teacher evaluated situation and waited for class composure before asking for evacuation.
Teacher checked with buddy teacher
Aftershock (two minutes after first shock)
The teacher led duck/cover/hold by example
The students knew the proper procedure (see above section)
The teacher gave instructions and reassurances
Teacher checked self and evaluated situation
Teacher asked students to check selves and others
Teacher evaluated situation and waited for class composure before asking for evacuations.
Teacher checked with buddy teacher.
Special situations: If there were special situations, either planned or unplanned, how were they handled?

Evacuation and Student Accounting:

Evacuation was orderly.
If there were no serious "injuries," teacher evacuated with buddy teacher, one at front of line, one at rear. If a teacher was incapacitated, buddy teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the buddy teacher evacuated both classes to assembly area.
At assembly area, students sat down while teacher took roll.
Student Accounting Form was sent to Command Post
Special situations: If there were special situations, either planned or unplanned, how were they handled?

Aftershock (nine minutes after main shock):

The teacher sat down or dropped
The students sat down or dropped
The teacher gave instructions and reassurances
Teacher asked students to check selves and others
Teacher assessed situation and waited for class composure before proceeding

Comments:

Logistics:

The bin was open when students arrived at the assembly area.
The Logistics person handed out supplies
The Command Post table, chairs, and materials (map, markers, etc.) were set up
Sweep & Rescue supplies and equipment were set out.

Command Post:

Campus Commander remained at Command Post during entire drill
Campus Commander made visual survey of assembly area from command post
Documentation Clerk kept log of all events
Team leaders reported to Campus Commander.
Communications Officer filled out Site Status Report and verified it with Commander
Communications Officer reported to District EOC, using Site Status Report

Sweep & Rescue: ☐ Team Leader charge Number of teams_____

Operations Chief or team leader made assignments, checked equipment, and communicated with teams by two-way radio
Teams were dispatched teams to high priority areas first.
Each team member was properly attired (appropriate shoes, vest, hard hat, carrying dust mask, goggles, whistle, flashlight)
S&R teams completed sweep of their assigned areas (covering entire campus)

Medical Team: Number of people assigned_____

First aid area was set up out of sight of the student assembly area
First aid barrel was located at the first aid area
Cots and stretchers were assembled
Victims were received and "treated"
A log was kept of all treatments

Comments:

Reunification: Request Gate:

Number of people assigned_____ Number who were volunteers_____
Number of parent requests processed_____

Table and chairs set up and materials available
Parents handled calmly and respectfully. Parent identification was verified.
Runners were available to handle requests
Student Release Forms were available for use

Reunion Gate:

Number of people assigned _____ Number who were volunteers_____
Number of parent requests processed_____

Table and chairs set up and materials available
Parents handled calmly and respectfully. Parent identification was verified.

Comments:

SITE STATUS REPORT

TO: _____FROM :(Name) _____LOCATION:_____
DATE: _____ TIME_____PERSON IN CHARGE at site_____
Message via 2 way Radio____ Radio____ Telephone____ Messenger____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# sent to Hosp./med	Dead	Missing	Unaccounted for (away from site)	# released to parents	# being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE [checks damage/problem and indicate location(s)]

	Damage/Problem	Location(s)
	Gas leak	
	Water	
	Fore	
	Electrical;	
	Communications	
	Heating/cooling	
	other	
	other	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long? Overall condition of campus, neighborhood and street condition; outside agencies on campus& actions; names of injured, dead, missing and accounted for ASAP).

Motor Vehicle Crash

Emergency Procedure Plan

If there is a motor vehicle crash the following will be accomplished:

A. The Incident Commander will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. All Students and staff will be kept at a safe distance of the crash.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department or Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

E. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.
Telephone number: Sheriff 861-3110
Police 327-7111

F. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

EARTHQUAKE

EMERGENCY PROCEDURE PLAN

F. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

G. Follow the Emergency Procedure for Earthquake, Duck and Cover, exit the buildings, follow up with the Emergency evacuation plan if needed. The Incident Commander will determine the extent of what to proceed with.

H. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

I. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

J. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

K. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Psychological Trauma

EMERGENCY PROCEDURE PLAN

L. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

M. All students and staff will be kept at a safe distance as precaution against all incidents.

N. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

O. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

P. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

Q. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Unlawful Demonstration or Walkout

EMERGENCY PROCEDURE PLAN

R. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

S. All students and staff will be kept at a safe distance as precaution against explosion.

T. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

U. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

V. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

W. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Spread of Flu, illnesses, and pandemic

EMERGENCY PROCEDURE PLAN

Preventive Actions:

A. Stay at home when sick, for at least 24 hours after you no longer have a fever or signs of a fever without the use of fever-reducing medicines.
B. Cover your coughs and sneeszes with a tissue
C. Wash you hands often with soap and water for at least 20 seconds.
D. Clean frequently touched surfaces and objects.

School Actions:

A. Prepared to allow staff and students to stay home if someone in their house is sick.
B. Increase space between people at school to at least 3 feet, as much as possible
C. Work closely with local public health officials and healthcare partners to conduct health risk assessments at the school, if warranted by the severity of the pandemic.
D. Modify, postpone, or cancel large school events'
E. Temporarily dismiss or suspend classes in rare circumstances, and determined by School Administration from communication with health officials.

Contamination of Food/Water

EMERGENCY PROCEDURE PLAN

X. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

Y. All students and staff will be kept at a safe distance as precaution against explosion.

Z. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

AA. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

BB. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

CC. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Dangerous Pupils

EMERGENCY PROCEDURE PLAN

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. All students and staff will be kept at a safe distance as precaution against explosion.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

E. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

F. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Severe Storm

Emergency Procedure Plan

If flooding, or fire occurs at school, the following will be accomplished.

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

C. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

D. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

E. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Severe Fog

Emergency Procedure Plan

If severe fog occurs at school, the following will be accomplishes.

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

C. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

D. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

E. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Airplane Crash

Emergency Procedure Plan

If there is an Airplane Crash, the following will be accomplished:

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. All students and staff will be kept at a safe distance as precaution against explosion.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

E. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

F. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Hazardous Material Release

Emergency Procedure Plan

If there is a Hazardous Material Release

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. All students and staff will be kept at a safe distance as precaution against explosion.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

E. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

F. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Bomb Threat

Emergency Procedure Plan

If there is a bomb threat at school, the following will be accomplished:

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. All students and staff will be kept at a safe distance as precaution against explosion.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

E. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

F. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Explosion or Risk of Explosion

Emergency Procedure Plan

If there is an explosion or risk of explosion at or by the school, the following will be accomplished:

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. All students and staff will be kept at a safe distance as precaution against explosion.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

E. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

F. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Active Assailant/Gunfire and/or Threats

Emergency Procedure Plan

Active Assailant. If there is Gunfire and/or Threats at school, the following will be accomplished:

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander. Use of the U.S. Department of Homeland Security's Run, Hide Fight Model in response to an active assailant.

B. All students and staff will be kept at a safe distance as precaution against Gunfire, threats and or explosion.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

E. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111
	Call	911

F. Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Power Failure

Emergency Procedure Plan

If a power failure occurs at school, the following will be accomplished:

- The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

- All students and staff will be kept at a safe distance as precaution against explosion.

- Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

D. Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

- Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

- Notify School Administrator, District Office and MOT Supervisor.

(See Emergency Communications)

En Route Emergency

Emergency Procedure Plan

If an En Route Emergency occurs, the following will be accomplished:

A. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. All students and staff will be kept at a safe distance as precaution against explosion.

C. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook).

Notify Kern County Fire Department of Bakersfield Fire Department.

Telephone number: County 324-6551
City 324-4542

Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number: Sheriff 861-3110
Police 327-7111

Notify School Administrator, District Office and MOT Supervisor.
(See Emergency Communications)

Disturbances/Disorders

Emergency Procedure Plan

If a disturbance or disorder occurs at school, the following will be accomplished:

A. The incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

B. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook)

C. Notify Kern County Fire Department or Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

D. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

E. Notify School Administrator, District Office and MOT Supervisor. (See Emergency Communications).

Disturbances/Disorders

Animal Disturbance

If a disturbance or disorder occurs at school, the following will be accomplished: The School will follow the Standard Response Protocol (SRP) as necessary for the disturbance.

F. The incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

G. Implement Emergency Organization Plan when applicable. (See Crisis Response Assignments and Crisis Response Job Descriptions in this handbook)

H. Notify Kern County Fire Department or Bakersfield Fire Department.

Telephone number:	County	324-6551
	City	324-4542

I. Notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Telephone number:	Sheriff	861-3110
	Police	327-7111

J. Notify School Administrator, District Office and MOT Supervisor. (See Emergency Communications).

Procedures for a Lock-Out

1. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

2. The Incident Commander will :

   A. Announce on the intercom, "We are in a Lock-Out situation."
   B. Call 911 to notify the Kern County Sheriff's Office or the Bakersfield Police Department Additional Telephone numbers: Sheriff 861-3110, Police 327-7111
   C. Notify the District Office. 836-6658
   D. Implement School Incident Command System.

3. Staff members will close and lock all classroom doors and windows from the inside, as a method of controlling movement on campus. If safe, unassigned staff members should assist students as needed.

4. Teacher and students will continue on with their class work until it's announced that the Lock-Out situation is now safe.

Procedures for a Lock-Down
During Recess

1. The Incident Commander will determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action to protect the safety of students without waiting for direction from the Incident Commander.

2. The Incident Commander will:

A. Announce on the intercom, "**We are in a Lock-Down situation**."

- Any staff member can notify the Incident Commander that a Lock-Down is needed.

B. Call 911 to notify the Kern County Sheriff's Office or the Bakersfield Police Department.

Additional Telephone numbers: Sheriff 861-3110
Police 327-7111

C. Notify the District Office. 836-6658

D. Implement School Incident Command System.

3. Take Cover

- Students and staff members near a building take immediate cover in the nearest room or building. Use desks, chairs, and walls for protection. If safe, unassigned staff members should assist students as needed.
- Students and staff members farther out on the grounds should escape by running in a safe direction away from the threat and/or toward the agricultural fields. Assemble beyond the school grounds.

4. Staff members will close and lock all classroom doors and windows from the inside, as a method of controlling movement on campus

5. Student members take roll of students with them.

6. Staff members communicate with the Incident Commander (Control Center) via intercom phone or two-way radio, keeping them abreast of movement and activity on campus.

7. A system of via intercom, classroom phones, and or radio communication.

8. Remain in a cover position until the police arrive and the doors will be unlocked by the police. Do not open your doors.

4. After police resolve the situation, staff members report to the Command Center and prepare for assembling and releasing students to parents or guardians.

Policy 1445: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

    a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

    b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an

officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

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 Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises
Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure
Management Resources	**Description**

CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records

3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Regulation 1445: Response To Immigration Enforcement **Status:** ADOPTED

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

   District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order

3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

   Such written consent shall include all of the following: (34 CFR 99.30)

   a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the parent/guardian or student

4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

   Such written consent shall include all of the following:

a. The signature and signature date of the employee

b. A description of the records to be disclosed

c. The reason for the release of information

d. The parties or class of parties receiving the information

e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee

2. For requests regarding student information, provide the student's parent/guardian, or the student, if the student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee

2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor

3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records

4. Contact and consult with the district's legal counsel or Superintendent or designee

5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

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State	Description
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Fam. Code 6552	Caregiver's authorization affidavit
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Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	**Description**
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34 CFR 99.30-99.31	FERPA Regulations
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Management Resources	**Description**
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Court Decision	Plyler v. Doe (1982) 457 U.S. 202
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Website	California Office of the Attorney General
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Website	U.S. Department of Education

Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

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5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
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6142.3	Civic Education
6143	Courses Of Study
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6175	Migrant Education Program
6175	Migrant Education Program

OFFICE OF JOHN G. MENDIBURU
KERN COUNTY SUPERINTENDENT OF SCHOOLS

2024-25 AUDIT FINDING CORRECTIVE ACTION

District: LAKESIDE UNION SCHOOL DISTRICT

Finding Category: MISCELLANEOUS [30000]

Finding No.: 2025-001 Page No.: 84

Describe below specific corrective action used in resolving the audit finding:

The administration understands the GASB 75 requirements for an actuarial valuation and is working with the actuary to get the updated actuarial valuation completed by June 30, 2026.

Did this finding require a corrective report? Yes____ No____
If yes, attach a copy of the corrective report.

AB 3627 Finding Category Types:

10000 Attendance)
20000 Inventory of Equipment)
30000 Internal Control) COE audits for compliance
60000 Miscellaneous)
61000 Clsrm. Teacher Salaries)
70000 Instructional Materials)
71000 Teacher Mis-assignments)
72000 SARC)

40000 State Compliance)
41000 CalSTRS) CDE audits for compliance
50000 Federal Compliance)

Lakeside Union School District

TY BRYSON, DISTRICT SUPERINTENDENT

"BUILDING ON EXCELLENCE"

14535 Old River Road, Bakersfield, California 93311
(661) 836-6658 (661) 836-8059
E-Mail tbryson@lakesideusd.org

Lakeside Union School District
Corrective Action Plan
June 30, 2025

Finding Number: 2025-001
Contact Person: Kimberly Scogin, Business Manager
Anticipated Completion Date: June 30, 2026
Corrective Action Plan: The Administration understands the GASB 75 requirements for an actuarial valuation and supplied the required information to the actuary.

Lakeside Union School District
Job Description

POSITION: **Technology**
REPORTS TO: District Superintendent or designee
CLASSIFICATION: Confidential Management
BOARD APPROVED: TBD

This job description is not intended to encompass all duties and responsibilities that may be assigned to or performed by an individual. The job description is intended only to identify the types of duties and responsibilities that can be performed by an individual assigned to this classification.

BRIEF DESCRIPTION OF POSITION:

Under the direction of the District Superintendent or designee, the Director provides vision and leadership for the District's technology assets, in partnership with the individual schools and district administration. The Director manages and mentors the district IT staff to ensure data and network quality and security, responsive customer service, end-user access to relevant, timely training, effective allocation of district technology funds, and alignment with district priorities. Serves as the primary contact for the Student Information System vendor and other district-level technology partners.

MAJOR DUTIES AND RESPONSIBILITIES:

- Directs the functions of the Information Technology Department, including student information systems (ARIES), district networks, provision of web services, information and system security, district help desk, websites, and other approved district IT needs.
- Develop and implement long and short-term plans and activities for the proper implementation of upgrades and additions to the facilities infrastructure as they relate to the District's Information Technology systems, including recommended prioritization of technology needs and resources
- Provides maintenance support for the District phone system
- Provides technology-related staff development for teachers as needed.
- Ensures that appropriate and adequate service is provided to those district functions and offices that rely heavily on information systems, including, but not limited to: school offices, the Business Services Office, fiscal and attendance accounting functions, Human Resources, the Superintendent's Office, Educational Services, and school cafeteria point-of-sale systems.
- Ensures adequate infrastructure (electrical, structural, temperature controls, etc.) exist throughout the district to support district IT needs.
- Maintains current knowledge of technological advancements in the computer field; knowledge of Personal Computers, Network Operating Systems, bandwidth options, and system integration opportunities.
- Monitors District technology systems, including, but not limited to: the student information system, network, web servers, websites, email services, and client machines, and makes recommendations concerning the purchase of software, supply items, and new hardware designed to increase efficiency, access, and reliability.
- Sets system standards, operating procedures, and security requirements for all district information systems, including the student information system.

- Maintains, upgrades, and repairs district-wide area network and local area networks at the individual school sites.
- Installs, maintains, upgrades, and repairs communications, computer, and peripheral equipment.
- Confers with district staff on methods and procedures for work, supply, and equipment requirements. Works with the District Purchasing Staff to establish IT procurement processes that meet regulatory requirements and deliver the best value for district software and hardware purchases.
- Provides information or training and instructs district personnel on the proper operation of computers, networks, peripherals, and computer functioning and operation.
- Prepares and is responsible for the departmental budget.
- Advises site staff on the design, selection, and use of computer and network hardware, software, and peripheral equipment consistent with the District standards and strategic direction; these duties may include an "expert in the field" position on the site Technology Committee.
- Review and recommend purchases of computers, telecommunications, audio-visual, multimedia, and technological equipment to support curriculum, instruction, and administration.
- Understand basic principles of electrical and data cabling and its tolerances.
- Prepares and maintains accurate records, reports, and work estimates
- Upgrade and maintain District software programs
- Understand and interpret written and oral instructions.
- Communicate clearly and concisely, both orally and in writing.
- Lead and direct contract vendors.
- Work with the District E-Rate Consultant in monitoring the ongoing application and implementation of the District's E-Rate program.
- Other related general technology duties will be performed as assigned.

TRAINING AND EXPERIENCE:

- Graduation from high school or equivalent.
- Coursework in the development, use, and implementation of technology applications or technology systems is required.
- A BS/BA Degree from an accredited college or university with a major in computer science is desired.
- Five or more years of professional experience in the technology field and responsibility for IT services and budgets.
- Seven or more years of experience in the installation, replacement, testing, maintenance, and repair of modern communications, computer, and peripheral equipment, systems, and components, including experience in the installation and maintenance of local area and wide area networking using routing and bridging.
- Experience with physical wiring of data cables.
- Experience with safety and use of power tools.
- Experience working with adults.
- Prefer experience working in an environment with children and adults.
- Training will be provided in areas as needed.
- Must hold a current A+ certification or equivalent.
- Knowledge of Web Page construction and design is desired.
- Knowledge of installation and maintenance of local area and wide area networks

KNOWLEDGE AND ABILITIES:

- Must have a strong working knowledge of network design protocols and administration.
- Knowledge of: microprocessor-based computer systems, including installation, repair and maintenance; compatible systems; hardware; operating systems and applications software; and organizational skills.
- Knowledge of: current generation of micro-computers; electronic methods and practices, including safety precautions used in the maintenance and repair of electronic equipment.
- Ability to: communicate effectively both orally and in writing; work independently; learn District rules and regulations; and maintain a cooperative working relationship with staff, students, and other contacts in the course of work.
- Ability to: forecast and monitor technology usage relative to WAN and LAN loads and related bandwidth capacities.
- Ability to explain complex technical issues to non-technical staff.
- Ability to use computer applications, including word processing and spreadsheets, in a Windows environment.
- Knowledge of the Internet.
- Ability to communicate and work with others.
- Both written and practical tests regarding basic computer maintenance, applications, and operations will be required.
- Knowledge of desktop computer components and equipment such as disk drives, sound cards, tape drives, monitors, CD-ROM devices, and network interface cards.
- Familiarity with Internet browsers.
- Ability to install computer hardware, peripherals, and software in multiple computer environments (Windows, Novell).
- Must be able to use appropriate tools and electronic equipment. This includes any physical modifications to site buildings under the guidance of the maintenance department.
- Skills to: use and operate a variety of tools and electronic testing/diagnostic equipment; quickly identify, diagnose, and effect repairs to electronic equipment and systems.

PHYSICAL REQUIREMENTS:

- Ability to work at a desk, conference table, or in meetings of various configurations
- Ability to see for the purpose of reading printed matter
- Ability to hear and understand speech at normal levels
- Ability to communicate so others will be able to understand a regular conversation
- Ability to bend and twist, sit, stoop, kneel, push, pull, and crawl
- Ability to lift 50 pounds
- Ability to carry 25 pounds
- Ability to reach in all directions

SUPERVISION EXERCISED OR RECEIVED:

Under general supervision as designated.

MEDICAL REQUIREMENT:

Must successfully pass a District-paid pre-placement medical assessment.