



CENTRAL UNION SCHOOL DISTRICT

February 12, 2024

MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was held on Monday, February 12, 2024 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **5:30 p.m.** and adjourned into closed session at **5:30 p.m.** After the closed session the general open session was called to order at **6:00 p.m.** The meeting adjourned at **6:27 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda are available for public inspection and may be accessed under the Board Agenda and backup information housed on the District website at www.central.k12.ca.us.

CUSD Mission Statement ~

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. OPEN PUBLIC SESSION:

- a. Call to Order
- b. Roll Call
- c. Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease and Ceil Howe III were present. Sarah Strait was absent.

District Administration:

Tom Addington
Traci Fullerton

Site Administration:

Akers: Heiko Sweeney, Darin Denney
Central: Anne Gonzales, David Pilcher

Jared Johnson
 Karla Burgos-Rodriquez
 Teresa Santamaria
 Davinder Sidhu

Neutra: Elizabeth Alvarado, Brittany Gately
 Stratford: Christina Gonzales, Tara Taylor

All administration was present with the exception of Davinder Sidhu, Tara Taylor and Traci Fullerton. CUSD Employee Associations' Representatives and others were in attendance.

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

If any visitor wishes to address the Board, the request form, entitled “*Request to Address the Board*” should be filled out as soon as possible. **Complete the form in its entirety and give it to the Superintendent.** Persons may speak to any item on the agenda when it comes up for discussion or persons may speak during the time designated, “*Courtesy to Visitors.*” Persons speaking to the board should understand that the Board invites your comments. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. Your input is important. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. Each address to the Board should not exceed five minutes in length with no more than thirty minutes per item.

3. PRESENTATION(S): None

4. DISTRICT REPORTS

- a. Dashboard and LCAP Update provided
- b. Business Update provided
- c. Superintendent Update provided

ENROLLMENT	BEG. OF YEAR 2022-2023	BEG. OF YEAR 2023-2024	January 2022-23	January 2023-24	Inter Districts	TOTAL
AKERS	672	651	682	640	LESD	30
CENTRAL	226	227	247	217	HANFORD	10
NEUTRA	413	428	425	429	OTHER	2
STRATFORD	283	278	288	297	Intra-District	4
TOTAL	1594	1584	1642	1583	TOTAL	46

5. **COURTESY TO VISITORS:**

6. **CORRESPONDENCE AND BOARD INFORMATION:**

- a. KCOE Certification of First Interim Budget 2023-24
- b. NAFIS Winter Impact Report 2024 and NAFIS 2023 Year End Report
- c. School Newsletters
- d. Kings County Investment Pool Quarterly Compliance Report ending December 31, 2023

7. **CONSENT AGENDA:**

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

- a. Approved minutes of the regular board meeting of January 8, 2024
- b. Approved technology surplus request

Approved items a) through b):

Motion: Ceil Howe, III

Seconded: Dale Davidson

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: ABSENT

8. **OLD BUSINESS:**

- a. None

9. **NEW BUSINESS**

- a. Announcements were made from closed session.

Trustee Dale Davidson announced that during the closed session with a vote of 3-0 the Board has denied the unpaid leave request for Employee #22-2/24. The Superintendent or his designee is directed to take the necessary steps to notify the employee of this action.

It was further announced by Trustee Ceil Howe, III a decision from closed session that based upon violation of Education Code Section 48900(c), we move that student #A-02-12-2024 be expelled from the Central Union Elementary School District through June 7, 2024.

Further, we recommend suspending the expulsion order and permitting the student to

return to the site under a Behavior Contract. Upon the student's return to campus, the site will develop a behavior contract for student #A-02-12-2024, including attendance, appropriate behavior, maintaining grades and academic standing, and participation in counseling with the District counselor or psychologist. If the student fails to follow any condition of the behavior contract, the expulsion order will be reinstated.

b. Approved January 2024 District warrants

Motion: Ceil Howe, III

Seconded: Dale Davidson

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: ABSENT

c. Approved January 2024 Fiscal Position Reports for General Fund and Cafeteria Fund

Motion: Ceil Howe, III

Seconded: Dale Davidson

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: ABSENT

d. Approved the 2023-24 Consolidated Application

Motion: Ceil Howe, III

Seconded: Dale Davidson

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: ABSENT

e. Approved School Safety plans

Motion: Ceil Howe, III

Seconded: Dale Davidson

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: ABSENT

f. Accepted the Central Union Elementary Teachers' Association ("CUETA") initial proposal for the 2024-25 negotiations

g. Accepted the Central Union Classified Employees Association/NEA ("CUCEA") initial proposal for the 2024-25 negotiations

**one motion was made for items f and g

Motion: Ceil Howe, III

Seconded: Dale Davidson

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: ABSENT

10. **BOARD MEMBER COMMENTS:** None

11. **CLOSED SESSION:**

The closed session of the Board of Trustees was held to consider the following:

- a. Student Discipline and Other Confidential Student Matters - Consider expulsion of case #A-02-12-2024 (Gov. Code §35146)
- b. Personnel {Gov. Code §54957}
 - i. Employee Leave Request

Respectively submitted,



President



Clerk



CENTRAL UNION SCHOOL DISTRICT

February 12, 2024

AGENDA

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3. PRESENTATION(S): None

4. DISTRICT REPORTS

- a. Dashboard and LCAP Update (ds)
- b. Business Update (ts)
- c. Superintendent Update (ta)

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7. CONSENT AGENDA:

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- a. Approve minutes of the regular board meeting of January 8, 2024
- b. Approve technology surplus request (jj)

Approve items a) through b):

8. OLD BUSINESS:

- a. None

9. NEW BUSINESS

- a. Announce out any closed session decision. (ta)
- b. Approve January 2024 District warrants (ts)
- c. Approve January 2024 Fiscal Position Reports for General Fund and Cafeteria Fund (ts)
- d. Approve the 2023-24 Consolidated Application (ds)
- e. Approve School Safety plans (ta)
- f. Accept and receive Central Union Elementary Teachers' Association ("CUETA") initial proposal for the 2024-25 negotiations (ta)
- g. Accept and receive Central Union Classified Employees Association/NEA ("CUCEA") initial proposal for the 2024-25 negotiations (ta)

10. BOARD MEMBER COMMENTS:

11. CLOSED SESSION:

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- b. Personnel {Gov. Code §54957}
 - i. Employee Leave Request

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

To: Tom Addington, Superintendent

From: Jared Johnson, Chief Technology Officer
Teresa Santamaria, Chief Business Officer
Davinder K. Sidhu, Ed.D, Assistant Superintendent Educational Services
Karla Rodriguez, Director Student Services and Curriculum

Date: February 2nd, 2024

For Board Meeting

Action (Consent or New Business)

Information

Item:

a.) California Data Dashboard 2023 Update

b.) Mid-Year Update on the 2023-24 Local Control and Accountability Plan (LCAP) and Budget Overview for Parents

Rationale/Purpose: Ed Code 52062(a)(6)(A)

(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

Fiscal Impact: None

Recommendation:

Acknowledgement of the LCAP mid-year outcome data, expenditures and implementation data.



Kings County Office of Education

Todd Barlow - County Superintendent of Schools

January 15, 2024

Jeffrey Gilcrease, Board President
Central Union Elementary School District
15783 18th Avenue
Lemoore, CA 93245

Dear Jeffrey Gilcrease,

Reporting Requirements

Pursuant to the reports required by Section 42130, the governing board of each school district shall certify, in writing, within 45 days after the close of the period being reported, whether or not the school district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. These certifications shall be based upon the board's assessment, on the basis of standards and criteria for fiscal stability adopted by the State Board of Education pursuant to Section 33127, of the district budget, as revised to reflect current information regarding the adopted state budget, district property tax revenues pursuant to Sections 95 to 100, inclusive, of the Revenue and Taxation Code, and ending balances for the preceding fiscal year as reported pursuant to Section 42100. The certifications shall be classified as positive, qualified, or negative, as prescribed by the Superintendent of Public Instruction for the purposes of determining subsequent actions by the Superintendent of Public Instruction, the Controller, or the County Superintendent of Schools.

Within 75 days after the close of each reporting period, each county superintendent of schools shall report to the Controller and the Superintendent of Public Instruction as to whether the governing board of each of the school districts under his or her jurisdiction has submitted the certification. That report shall indicate the type of certification filed by each district.

Analysis of District's Fiscal Position

The Kings County Office of Education has reviewed the First Interim Financial Report submitted by the Central Union Elementary School District for the period ending October 31, 2023. Our review included an analysis of the district's estimated average daily attendance (ADA), projected revenues, expenditures, fund balance, cashflow and multiyear financial projections. *The following are our notes:*

- **ADA Estimations:** The Local Control Funding Formula (LCFF) calculator is the tool used to calculate funding for districts. The calculator has built in ADA protections that allow districts to receive funding on the higher of the current year ADA, the prior year ADA, or the 3-prior year's average ADA. This ADA protection allows districts to have additional time to plan for and implement changes needed for fluctuations in ADA. We recommend districts closely monitor enrollment and attendance projections to ensure that staffing and budget needs are met.

- **Revenue/Expenditure Projections:** Based on the general fund unrestricted/restricted multi-year projection, the district is projecting changes in the ending fund balances in the current and next two years as shown below:
 - 2023-24 decrease \$3,023,443.19
 - 2024-25 decrease \$3,748,375.06
 - 2025-26 decrease \$4,130,297.06

Anticipated deficit spending should be for one-time, non-recurring expenditures to avoid depletion of the district's ongoing reserves.

- **Cash flow:** Although districts are experiencing healthy cash flow balances as a result of Covid-19 relief and newly introduced categorical funds, cash flow projections should continue to be monitored regularly to ensure the fiscal health of the district especially as the one-time funding begins to expire.
- **Impact of Negotiations:** The status of labor negotiations with bargaining units is as shown below. Note: negotiations are considered settled if they are approved in a meeting prior to First Interim approval.
 - **Classified** - Settled
 - **Certificated** - Settled
- **Multi-year Projections:** With respect to the two subsequent fiscal years 2024-25 and 2025-26 it is important that the district's governing board and administration closely monitor and manage the district's financial resources to assure the district continues to experience a positive financial condition. It remains essential for each school district to maintain the required state minimum unrestricted reserves throughout the current fiscal year and to budget at least the state minimum required reserves in each future year due to the uncertainty of ongoing funding levels at the state or federal levels.

Conclusion

Based on our analysis, the data provided supports the board's **positive certification** of the district's financial condition and ability to meet its financial obligations. The district's unrestricted reserve balances meet the minimum state criteria and standards of 3% for the current and two subsequent years.

This certification is not a guarantee of future positive certifications. Circumstances do change and this opinion does not guarantee financial stability for the next two years. Your financial position is the result of management decisions and other issues, such as attendance, state and federal revenue funding, bargaining unit pressures, and price inflators for supplies and services.

Future Concerns

The Governor's Budget for 2024-25 anticipates a budget shortfall of \$37.9 billion. The governor proposes to use a combination of measures to close the budget short fall and continue his commitment to maintain educational programs and fully fund COLA of 0.76% (previously projected at 3.94%). Districts should revise multi-year budget projections to adjust for the loss of COLA in 2024-25 as well as inflationary costs and any potential funding loss from declining enrollment/ADA. These factors should be taken into consideration during future negotiations and budget projections.

Fiscal year 2024-25 marks the beginning of a new 3-year Local Control Accountability Plan (LCAP). As the districts develop their new LCAP plans, it is important that districts be mindful of any new reporting requirements within the plan. The beginning of a new plan is a good opportunity for the districts to evaluate prior year goals and actions for effectiveness and make any necessary changes in the new plan to ensure that the district is meeting the needs of all of its diverse student population. The districts must also continue to effectively plan for and fully budget its minimum proportionality percentage (MPP) as calculated under Title 5, California Code of Regulations, Section 15496(a).

Finally, please be advised of the following requirements resulting from the enactment of AB2756 (June 21, 2004):

- 1) AB2756 requires the district to update and certify multiyear financial projections reflecting the impact of any salary negotiations on the current and two subsequent fiscal years prior to board approval. As future negotiations are settled, the Disclosure of Collective Bargaining Agreement (DCBA), including the multiyear projection should be sent to the County Office ten (10) days prior to board action.

- 2) AB2756 expanded the responsibilities of the county superintendent in reviewing school district budgets and in monitoring fiscal solvency. Education Code Section 42127.6 (a)(1) now states, "A school district shall provide the county superintendent of schools with a copy of a study, report, evaluation, or audit that was commissioned by the district, the county superintendent, the Superintendent of Public Instruction, and state control agencies and that contains evidence that the school district is showing fiscal distress under the standards and criteria adopted in Section 33127, or a report on the school district by the County Office Fiscal Crisis and Management Assistance Team or any regional team created pursuant to subdivision (i) of Section 42127.8." If the district commissions such a study, please submit a copy to our office to the attention of Maria Contreras.

If you have any questions concerning the review of the district's 2023-24 First Interim Financial Report, please contact the undersigned.

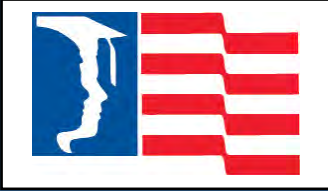
Sincerely,



Jamie Dial

Assistant Superintendent, Business Services

cc: Central Union Elementary School District; Thomas Addington, Teresa Santamaria
KCOE: Todd Barlow, Maria Contreras



National Association of Federally Impacted Schools
 400 N. Capitol Street, NW
 Suite 290
 Washington, DC 20001
 P: 202.624.5455
 W: www.nafisdc.org
 X: @NAFISschools

Building Momentum for the Impact Aid Infrastructure Partnership Act

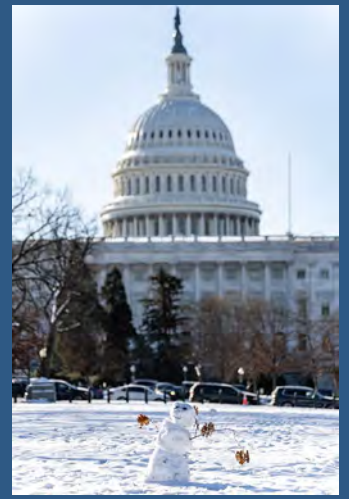


Photo by Architect of the Capitol

NAFIS achieved a major victory in December, when Rep. John Garamendi (D-CA) introduced H.R. 6698, the Impact Aid Infrastructure Partnership Act (IAIPA), in the U.S. House of Representatives. The bill serves as a companion to Senate bill S. 2808, introduced by Senator Mazie Hirono (D-HI) in September. This legislation would provide \$1 billion over four years for eligible Impact Aid school districts to repair, modernize and construct facilities. Twenty-five percent of funds would be distributed by formula to eligible districts, which include those that have 20% or more children residing on Indian lands or who are military-connected. The remaining 75% of funds would be provided through competitive grants.

Addressing the infrastructure needs of federally impacted school districts has long been a NAFIS priority. While the Impact Aid law includes a construction program, the funding – just \$18.4 million in FY 2023 – is nowhere near enough to address the backlog of construction and facilities issues in these school districts.



Introduction of any bill in the current political context, with widespread inter- and intra-political party battles, is an important win. As we continue to build support and momentum for this legislation in the coming months, we want to provide a behind-the-scenes look at the hard work that has already been done on behalf of NAFIS members and all federally impacted school districts across the country.

Kicking Off the 118th Congress

Knowing the importance of the Impact Aid community speaking with one voice on school infrastructure, last spring the NAFIS Family engaged in a concerted effort to ensure all constituents have their needs addressed in legislation supported by NAFIS.

NAFIS worked with the National Indian Impacted Schools Association (NIISA, a NAFIS subgroup) to draft a bill that incorporated key priorities for their organization into a past piece of legislation, the Impact Aid Infrastructure Act, which was introduced in the 116th and 117th Congresses. All the NAFIS subgroups (NIISA, Military Impacted Schools Association (MISA), Learning Opportunity~Impacted Schools Association (LO~ISA) and Federal Lands Impacted Schools Association (FLISA)) reviewed the bill and offered edits and comments. Once all four subgroups issued their support for the legislation, NAFIS began to search for bill sponsors.

Identifying Congressional Champions

As Senator Mazie Hirono (D-HI) introduced the Impact Aid Infrastructure Act in previous Congresses, NAFIS approached her first to sponsor the new IAIPA. She agreed, and NAFIS and NIISA worked with her staff and Senate Legislative Counsel to answer questions and make minor edits to the legislation.

When the text was final, NAFIS and NIISA crunched the numbers to calculate the formula payments proposed under the law and developed a fact sheet. This information allows Members of Congress to understand how the bill would benefit their constituents. Then, with Senator Hirono's office, we developed a

Continued on page 4...

Winter 2024

IMPACT

Nicole's Notes

Delay of Game

When my husband and I put our toddler to bed every night, we read her a book. Sounds simple enough, right? She often wants us to read her another book. Then another book. Then another book. These delay tactics aren't new, and they probably sound familiar to any parent or babysitter. She's so smart, doesn't she know she should just lay her head down, shut her eyes, and fall asleep? My genius little two-year-old doesn't always know what's best for her.

Clearly, neither does Congress. I can't help but compare my toddler's delay tactics to this Congress, one for the books. They've only passed 27 bills, none of which fund the vital federal programs our schools and communities rely on. Even in divided government, that's quite a lackluster performance.

The delay tactic of passing continuing resolutions (CRs) to fund the government, kicking the appropriations can on down the road, is par for the course in recent years. For several appropriations cycles in a row, as the end of the fiscal year on September 30 approaches, Congress passes a CR. Then November/December approaches, and Congress passes another CR. Last year, FY 2023 appropriations were finalized in late December. This year, they needed a third CR, which will keep the government operating into March. Who knows what will happen then. Congress could pass a fourth short-term CR, or maybe a full-year CR, keeping the government operating at last year's funding levels. Or they could actually pass some, if not all, of the 12 appropriations bills.

This is not how government should operate. Consensus should be the name of the game. Rather than partisan bickering and party infighting, Congress needs to refocus on the greatest issue at hand – funding the federal government and key programs like Impact Aid so that the American people aren't left out in the cold. And what a cold winter it has been. Time will tell if relationships thaw

enough to broker a last-minute deal before the NAFIS Spring Conference, March 10-12. This event is the perfect opportunity to meet with your lawmakers face-to-face and represent your school district and the students you serve. Explain how their inaction is creating uncertainty in school budgets, delaying critical projects and causing you to make unthinkable decisions about cutting programs, educators and classrooms.

The threat of significant cuts to federal education funding – not just cuts to Impact Aid but Title I, Title II and other programs that



are critical to keeping students safe, supported and learning – is real, so NAFIS is building on the momentum that we and our coalition partners created in 2023, and moving forward strong and united into 2024. Impact Aid is positioned much better than many federal education programs for this fiscal year, thanks to the bipartisan support built over years of advocacy by NAFIS and its members, but we know that it is not the only funding you need to keep schools open and offering a quality education. We continue to play an active role in national education coalitions like the Committee for Education Funding (CEF) and the National Coalition for Technology in Education and Training (NCTET) that are advocating for public education as a whole during this tough budget cycle. We are engaging with policymakers, leveraging the data and stories – the real life

impact that federal education dollars make on your school districts – in our advocacy.

Our priority, though, is always Impact Aid. To that end, we urge you to use the [NAFIS Action Center](#) to reach out to your U.S. Senators and Representatives requesting they pass FY 2024 appropriations with as large an increase as possible for Impact Aid.

As the 118th Congress plows through this winter, we advocates for Impact Aid find ourselves at a crucial juncture to push for policies that prioritize and strengthen this essential program in ways that go beyond appropriations, while confronted with the reality of an immobile Congress. In 2023 NAFIS was successful with the introduction of the Advancing Toward Impact Aid Full Funding Act in both the House and Senate with BIPARTISAN support. That's a word you don't hear very often these days. Bipartisan support for increasing funding for an education program is a unicorn these days. We did that. We inspired Democrats and Republicans to unite behind Impact Aid. That's powerful.

In the coming weeks and months, NAFIS will continue work to grow support for the full funding bill. We will also concentrate on increasing support for the Impact Aid Infrastructure Partnership Act, introduced in the Senate in September 2023 and in the House in December 2023. We will also keep a close eye on the Presidential campaigns and what potential outcomes could mean for the future of education policy and Impact Aid.

While Congress is delaying their work, we will not – and we need the strength of the NAFIS Family to ensure our voice is heard. Building momentum during this legislative session is key to ensuring that Impact Aid receives the attention and resources it deserves. Please contact your congressional representatives today, and join the NAFIS Family in March as we hold Congress accountable in one united front. ~

Nicole's Bookshelf

Currently on my nightstand:

- *Hunt, Gather, Parent* by Michaelleen Doucleff, PhD
- *The Paris Architect* by Charles Belfoure
- *Chicka Chicka Boom Boom* by Bill Martin, Jr and John Archambault

FY 2025 Impact Aid Applications Due January 31, 2024

FY25 Impact Aid Applications

The Impact Aid Program Office would like to thank all local educational agencies that have already submitted their Fiscal Year (FY) 2025 Impact Aid applications.

As of January 23, roughly 21% of applications are submitted, 52% are in progress and 27% have not been started. Given the large number of applicants who have not started, Department staff may not be able to assist everyone as questions arise in the coming days. It is imperative that you complete your application as soon as possible.

Impact Aid applications are due at 11:59pm ET on January 31. Applications received after that deadline are late and face a 10% payment penalty. If the application is not received by April 1, the LEA will get no Impact Aid funding for FY 2025.

Note that the Impact Aid Program Office closes at 6:00pm ET on January 31.

Visit impactaid.ed.gov for resources that can help you submit the application.

Ask the Analyst Webinar

There is one remaining training opportunity on this year's application available from



DIRECTOR'S UPDATE

the Department. On January 29, 2024, at 2:00pm ET, join Impact Aid Program staff for a session in which 100% of the time will be spent answering your Impact Aid-related questions. Come to find answers or listen and learn. [Register online](#) in advance.

IAGS System Reminders

If you have not begun the application, please [log in to the Impact Aid Grant System \(IAGS\) today to ensure you have access.](#)

If you have not logged in since August 29, 2023, you likely have not completed the Multi-Factor Authentication (MFA) setup process through Login.Gov. This process,

new this year, ensures IAGS meets current cybersecurity requirements and requires school district and state users have an **identity verified** Login.gov account. [Download detailed instructions](#) if you need to create this account. Impact Aid Program staff are unable to assist with identity verification, password or authentication issues. The Login.gov helpdesk is open 24 hours a day, 7 days a week and can be accessed on [online](#) or by phone at (844) 875-6466.

Even if you have a Login.Gov account, if you have not logged in to IAGS within the last 120 days, your account is deactivated. Request account reactivation by entering your email address in the green box on the IAGS [Get Help page](#). Once reactivated, you will be able to access the system through Login.Gov.

Questions?

The main telephone number for the Impact Aid Office has been discontinued as planned.

Please contact your Impact Aid state analyst directly with questions and for assistance. Contact the analyst's supervisor if you have not received a response within two business days. Find your analyst's name and contact information at impactaid.ed.gov/iap_staff/.



**Federally Impacted Schools
Educational Foundation**

Register for FISEF Impact Aid Workshop - March 9 in Washington, DC

Federally Impacted Schools Educational Foundation (FISEF) technical assistance workshops offer an important opportunity for school business officials and others who work on Impact Aid to strengthen their skills and build their knowledge.

These workshops are appropriate for those new to their role with the Impact Aid Program as well as Impact Aid veterans looking to maximize their payments. Topics covered include identifying eligible students, understanding LOT, reading a school district voucher, estimating payments and much more.

Said one participant of a FISEF workshop, "Very beneficial. Provides human and technical resources that will be invaluable. It's my second time taking the workshop, and I learned even more."

The next workshop is coming up March 9, immediately preceding the NAFIS Spring Conference.

Learn more and register at nafisd.org/fisef/workshops/.

Building Momentum, cont...

...from page 1

targeted list of potential co-sponsors, including Senators on the Impact Aid Coalition, those whose states would get significant amounts of formula money and those who sit on key committees. The data, fact sheet and bill text were sent to potential co-sponsors, with NAFIS and our partners answering questions as they arose. In addition, the Senator's office circulated a Dear Colleague letter to garner additional co-sponsors.

Once original co-sponsors were confirmed, Senator Hirono, along with 10 co-sponsors, introduced the bill in September, coinciding with the NAFIS Fall Conference.

Finding a sponsor in the House was trickier, as the past sponsors of the Impact Aid Infrastructure Act are no longer in office. NAFIS began by reaching out to Impact Aid Coalition members and congressional offices whose districts would receive a high amount of formula funds. Initially we targeted Democrats, as in general this issue sees higher support in that party. Rep. Garamendi was enthusiastic and wanted to take the lead. After several discussions with NAFIS and Sen. Hirono, his office took the text of the Senate bill to the Congressional Research Service (CRS) for review. CRS had questions on the legislation's prioritization categories and recom-

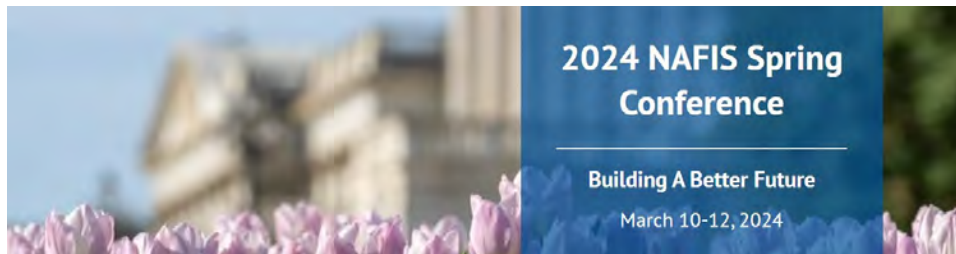
mendations for small changes to the text, which NAFIS, NIISA and Rep. Garamendi's office worked through. Next the bill went to House Legislative Counsel to ensure the language was accurate and fulfilled the intention of what the NAFIS Family was trying to achieve.

NAFIS, NIISA and Rep. Garamendi's office then identified potential co-sponsors, working particularly hard to identify a Republican lead, given that Republicans control the House. While there was traction in a few offices, ultimately no Republicans would support the bill at this time.

As the weeks went on, NAFIS kept the pressure on Rep. Garamendi's office to ensure the IAIPA did not slip off the priority list, as often happens. It was successfully introduced in December and currently has six Democratic co-sponsors.

Moving Forward

In an election year with a divided government, we face an uphill battle as we hope to move this bill forward. However, we will not slow down. As we head into the 2024 NAFIS Spring Conference, building support for this legislation will remain a key priority. ~



2024 NAFIS SPRING CONFERENCE AGENDA

SUNDAY, MARCH 10

- 9:00-10:15AM ET **Orientation & Basics of Impact Aid**
- 10:15-10:45AM ET **Policy & Advocacy 101**
- 10:45-11:45AM ET **Subgroup Meetings (FLISA, LO~ISA)**
- 1:00-2:15PM ET **Opening General Session**
- Motivational Keynote: Debbie Silver
- 2:30-3:30PM ET **Breakout Sessions**
- 3:45-4:40PM ET **First General Session**
- Association Business
- NAFIS Update
- Legislative Update
- 4:45-5:30PM ET **School Board Members Meeting**
- 4:45-5:30PM ET **School Business Officials Meeting**
- 5:30-6:30PM ET **Meet & Greet Reception**

MONDAY, MARCH 11

- 8:00-10:00AM ET **Subgroup Meetings (MISA, NIISA, FLISA)**
(times vary slightly)
- 10:30-11:30AM ET **Breakout Sessions**
- 11:30AM -12:00PM ET **Department of Education Office Hour**
- 11:45AM-12:45PM ET **Plated Luncheon**
- Speaker: Daniel Lippman, *Politico*
- 1:00-4:00PM ET **Second General Session**
- Impact Aid Program Office Update
- Congressional Staff Panel Discussion
- 4:30-5:15PM ET **State Meetings (if requested)**

TUESDAY, MARCH 12 - HILL DAY

- 4:30-5:00PM ET **Hill Day Debrief**
- 6:00-9:00PM ET **Ending Reception: Game Night**

Legislative Update

FY 2024 Appropriations

When Congress returned to work in January, it faced another countdown to a federal government shutdown. Back in November, Congress passed a temporary spending bill to keep the federal government operating that set two different deadlines for two different groups of federal agency funding bills – January 19 and February 2. Just before the first deadline, having not passed any of the twelve annual funding bills, Congress approved another temporary spending measure that keeps some programs running until March 1 and others, including the Department of Education, until March 8.

While this action delays efforts to finish FY 2024 appropriations and pushes back the FY 2025 budget and appropriations schedule, Congress has made some progress. House Speaker Mike Johnson (R-LA) and Senate Majority Leader Chuck Schumer (D-NY) have announced an agreement on overall FY 2024 spending levels for defense and non-defense discretionary (NDD) programs, the latter of which includes federal education programs such as Impact Aid. That deal hewed to last year's agreement between Schumer and former Speaker Kevin McCarthy, which called for a slight increase for defense programs and essentially flat funding for NDD programs.

The House Freedom Caucus (HFC), a group of hard right Republicans that holds the balance of power in a House where Republicans have a narrow 2-vote majority, opposes the deal. Several HFC members complain that it spends too much federal money, while others have demanded that Congress approve a tough border security measure, which cannot pass the Senate, as a quid pro quo for their votes on the spending deal. To underscore their anger at the deal and their power, HFC shut down the House floor one day in January, and some have begun to suggest that Speaker Johnson should be removed.

Congress now has approximately six weeks to complete FY 2024 appropriations. The final

numbers for Impact Aid, which received level funding in the House FY 2024 Labor-HHS-Education bill and an approximately \$10 million increase in the Senate version of the same bill, remain very much up in the air.

Impact Aid Infrastructure Partnership Act

In September, Senator Mazie Hirono (D-HI) introduced a revamped version of the Impact Aid Infrastructure Partnership Act (S. 2808). In December, Rep. John Garamendi (D-CA) introduced that bill's companion measure (H.R. 6698) in the House. Six Democratic House members have already joined Rep. Garamendi in cosponsoring this legislation: Reps. Strickland (WA), Doggett (TX), Gijalva (AZ), Peltola (AK) and Kim (NJ). Ten Senators joined with Sen. Hirono as original



Photo by Architect of the Capitol

cosponsors of the Senate version when it was introduced in September 2023.

The bills would both provide \$1 billion over four years for eligible Impact Aid school districts to build or repair facilities. 25% of funds would be provided by formula to eligible districts, which include districts that have 20% or more children residing on Indian lands or military-connected. 75% of funds would be provided through competitive grants, with top priority to be addressing facilities in violation of a building code representing a health hazard, failing to meet Centers for Disease Control and Prevention standards, out of compliance with meeting capacity or infra-

structure standards, or having teacher housing repair or construction needs.

Homework Gap & Cybersecurity

Federal Communications Commission (FCC) Chairwoman Jessica Rosenworcel has moved aggressively to ensure students and educators continue to be connected to the Internet at home. With funds running out in both the Affordable Connectivity Program and Emergency Connectivity Fund (ECF), two COVID-era programs subsidizing connectivity for millions of Americans, she has turned to E-Rate for home connectivity support. The E-Rate is a \$4.7 billion per year program that has subsidized school and library Wi-Fi and broadband connections since 1998.

Through her Learn Without Limits campaign, Chairwoman Rosenworcel aims to open up the E-Rate to services that connect students and educators out of school. Her first action was having the Commission approve a fall 2023 order allowing schools and libraries to use E-Rate to provide Wi-Fi on school buses.

Her second effort, a rulemaking on adding Wi-Fi hotspots and home connectivity services to the E-Rate, rolled out in December. NAFIS along with 30 other nonprofit educational associations filed in support of this change, pointing to the imminent demise of the ECF, which also supported Wi-Fi hotspots and home connectivity. Final comments on this rulemaking are due at the end of January, with a final decision from the FCC likely in March.

The final piece of Learn Without Limits involves protecting schools and libraries from cyberattacks, a growing problem that many have already experienced. The FCC recently issued a notice seeking public comment on a three-year, \$200 million cybersecurity pilot program to explore best practices for and calculate the costs of protecting K-12 schools and libraries from hacking, ransomware and denial of service attacks. Initial comments in this matter are due by the end of January, with Reply Comments due in February. ~

Connect with NAFIS on Social Media



Facebook: <http://www.facebook.com/nafisschools>

X (formerly Twitter): @NAFISschools

A Family United: NAFIS Subgroup Updates

Editor's Note: NAFIS serves as an umbrella organization for four subgroups, each of which represents an important constituency in the Impact Aid community. Together, they make up the NAFIS Family. To help raise awareness of the unique context and priorities of each subgroup, IMPACT is featuring an update from each subgroup's Executive Director. Download our [Meet the NAFIS Subgroups](#) one-pager to learn more about each organization.

FLISA

The Federal Lands Impacted Schools Association (FLISA) will hold our 2024 Winter Meeting in Tampa, FL, February 1 and 2. The majority of the meeting will focus on preparing for an uncertain funding future given delays and wrangling over funding decisions in Congress. Our organization's three major committees – Membership, Advocacy and Messaging – will fine-tune our approach and goals for this year's important budget discussions.

FLISA is a member-led organization. Our members set our direction and lend their talents to our advocacy efforts. They know that when they attend our meetings they are going to be engaged in preparing our message and shaping the organization. To that end, committees meet and work together before, during and after meetings. For example, at the Winter Meeting committees will convene the day before the full meeting to continue their outreach work to Impact Aid districts and their representatives in Congress.

Our website, www.FLISA.org, is a great resource for those looking for more information about our organization.

Our FLISA memberships' expertise is always on display during NAFIS Conferences, with several FLISA districts speaking at these events. For example, this spring FLISA members look forward to hearing from one of our outstanding educators, Christine Walker, Superintendent of Hueneme School District (CA), in a breakout on chronic absenteeism.

The members of FLISA are dedicated to advancing the cause of not just federal property schools but of all students who rely upon Impact Aid to fund their academic programming. We fully appreciate and support the efforts of all of our NAFIS Family and look forward to our continued united efforts during this important election year. ~

MISA

The Military Impacted Schools Association (MISA) supports the educational needs of military connected children and their classmates across the United States. Our organization currently has 58 member school districts that range in size from 950 students to over 180,000 students. We have districts in 23 states, from New York to Hawaii and from Washington

state to southern Georgia. The districts all serve large numbers of military connected children.

MISA works closely with the other NAFIS subgroups to advocate so the U.S. Department of Education Impact Aid Program is funded at a level that supports the children we serve. In addition, MISA is working on ways to make the Impact Aid data collection process easier for military families. We also work with Congress to support the children we serve through Department of Defense appropriations for schools with high concentrations of military connected children and schools serving military connected children with very high special education needs. This money is only available to districts because of the work MISA does.



Student Performance at the 2023 NIISA Conference

Each summer MISA members gather at our annual meeting, during which we visit a military base served by one of our districts and talk about best practices to serve children. This year we will be in Savannah, GA, where we will set our goals for the coming year. Bringing our districts together to talk about the great ways they serve students is the highlight of the year. ~

LO~ISA

The Learning Opportunity~Impacted Schools Association (LO~ISA) represents school districts containing military installations, Indian lands and low-rent housing properties that have a LOT under 50%. This includes approximately 75% of the school districts receiving Impact Aid Basic Support, serving approximately 735,000 students across the country. LO~ISA advocates primarily for more opportunities for students, generated by additional Impact Aid revenue.

LO~ISA membership continues to grow. We welcomed over 40 members to our September meeting in Washington, DC, and we currently have 78 members active on the LO~ISA mail-

ing list. Moreover, LO~ISA continues to build its brand. For example, in November, Dr. James Sarruda, LO~ISA Executive Director, traveled to Oklahoma to attend the OASIS conference. There he presented a breakout session on the basic principles of funding low LOT schools and understanding the LOT formula.

The current LO~ISA Executive Board is:

- **President:** Chad Wyen, Superintendent, Mad River School District (OH)
- **President Elect:** Lee Northcutt, Superintendent, Caddo School District (OK)
- **Secretary:** John Price, Superintendent, North Chicago School District 187 (IL)
- **Treasurer:** Kelli Littlejohn, Federal Programs Coordinator, Maryetta School District (OK)
- **Director At-Large I:** Jeff Madden, Director of Student Services, Beavercreek School District (OH)
- **Director At-Large II:** Jeff Havers, Superintendent, Pemberton School District (NJ)
- **Director At-Large III:** Currently open
- **Director At-Large IV:** Lori Means, Superintendent, Maryetta School District (OK)

There are LO~ISA membership meetings on Sunday mornings during the NAFIS Conferences, and the Executive Board meets every other month via Zoom. The next membership meeting will be on March 10 at the NAFIS Spring Conference. This is an important time for LO~ISA and the entire NAFIS community. If your district is a LO~ISA district, please join your colleagues at our Spring Conference meeting. ~

NIISA

2023 is history, and it's time to move on to 2024. But, before doing so, let's take a moment to reflect on the significant events of the past year.

2023 marked the 40th anniversary of NIISA.

In 1983, a small group of visionary leaders established an organization to advocate for federally impacted school districts serving children living on tribal, federal trust and Alaska Land Claims Settlement lands. Forty years later, NIISA's mission is the same: Advocating for the needs of NIISA's members, including full funding of Impact Aid, increased annual appropriations, increased school construction and teacher housing funding, increased funding for children with disabilities and more.

2023 saw NIISA take a monumental step to address the backlog of infrastructure needs

Subgroup Updates, cont...

...from page 6

in Indian Country. Partnering with NAFIS and supported by MISA, FLISA and LO~ISA, the **Impact Aid Infrastructure Partnership Act** was drafted to provide school construction/teacher housing funding for federally impacted districts with limited to no bonding capacity. Senate bill S. 2808 (sponsored by Sen. Hirono (D-HI) with 10 cosponsors) and House bill H.R. 6698 (sponsored by Rep. Garamendi (D-CA) with 6 cosponsors) are waiting for committee action to move forward. Please reach out to your members of Congress to request their support.

The NIISA Annual Conference set an attendance record. Over 250 school board members, school administrators, state Indian education staff and students heard from a broad range of presenters. Among the topics covered were teaching natural sciences through a cultural lens, NASA's STEM resources, a district's journey from Targeted status to the National Distinguished School Award, Impact Aid updates, a student demonstration of Navajo traditional dances and a student report on school safety and teacher relationships. Plans for the 2024 conference are underway.

For NIISA, 2023 was a very good year but our accomplishments are only works in progress. In 2024, NIISA strives to build on past successes and become an even stronger voice for Indian lands children and the Impact Aid community. If we remain united and work together, all goals are attainable! ~

Developing Key Skills

Editor's Note: During the 2023 fall semester, NAFIS Intern Janiya Pettus was an integral part of our team. Below, see her reflections on her time at NAFIS.

I had a memorable experience as the 2023 Fall Intern at the National Association of Federally Impacted Schools, expanding my knowledge and gaining insights into advocacy and legislative efforts.

Initially, I found it challenging to adapt to the technical skills required for Microsoft Office as I work with Google Suites at my university. However, with practice, I was able to improve my skills in applications like Word, PowerPoint, Publisher, Excel and Teams.



I assisted with the NAFIS 50th anniversary celebration and the 2023 Fall Conference, an exciting experience. It was my first conference ever, and I was impressed with how smoothly it was executed for more than 300 guests. Before the conference, I reached out to congressional members from Arkansas, my home state. With the help of NAFIS staff, I got my first-ever meeting on Capitol Hill with Senator John Boozman's office and advocated for Impact Aid! As a political science major, it was a dream come true.

My focus for this semester was improving my communication and writing abilities. I had the opportunity to do so by covering Congressional briefings, hearings and webinars on education and my other interests. I also had the opportunity to work on other interesting assignments. One involved analyzing and sorting through data from the 7002 and 7003 Impact Aid Payment Overviews. I was also responsible for sorting and organizing evaluation summaries from FISEF workshops and researching student enrollment in 7002 districts. Although these tasks required meticulous attention to detail, I found them quite enjoyable, as they allowed me to apply and expand on the data analytics skills that I had gained through my university. Completing these assignments made me more proficient in data entry and in using Microsoft Excel to organize and sort data.

I conducted a personal project using the principles of Transitional Justice to analyze strategies used in schools to improve learning outcomes, comparing pre- and post-COVID school environments through this lens. The project was research and data-heavy, but I am proud to have finished it. It has given me extensive knowledge in analyzing graduation rates, test scores and how different schools have worked to improve learning.

Overall, my experience has been informative and expanded my knowledge on advocacy efforts, the different subgroups of NAFIS, Impact Aid, communication and writing. It was an exciting opportunity to work with the talented NAFIS staff on education topics and Impact Aid. I am grateful for this opportunity and experience. ~

Membership Corner



Lynn Watkins

Happy New Year! We are back after all the holidays and jumping into our busy 2024 schedule. In January, NAFIS reconciles our membership roster. This issue of IMPACT includes our list of 2023-2024 members in good standing. Please check on pages 11-12 to verify your district is listed as a member. If not listed, please email me at lynn@nafisdc.org to renew. Members will receive our annual "Thank You for Joining" packet, which is coming your way very soon and includes the prized NAFIS membership certificate along with other important information. Keep your eyes open for this mailing.

The NAFIS staff is also busy planning for the 2024 NAFIS Spring Conference, March 10-12. The conference will be held at the Hyatt Regency Capitol Hill in Washington, DC. We hope you are there to experience an exciting event highlighting our theme of "Building A Better Future." The [registration link](#) is live and waiting for you!

Remember, conference registration is a two-step process: 1. Register to attend the conference, and 2. Make your [Hyatt reservation](#). Please note the hotel block expires February 12, so be sure to make your reservation by then!

Meet the NAFIS Board: Helen Payne

Editor's Note: NAFIS wants our members to know the leaders guiding the association through service on the NAFIS Board of Directors. Each issue of IMPACT highlights one of these individuals. This edition introduces Helen Payne, who represents Region 1.

Name: Helen Payne

Board Position: Region I Director (ME, VT, NH, MA, NY, RI, CT, PA, NJ, DE, MD, VA, WV)

Title/School District: Superintendent, North Hanover Township School District (NJ)

About the District: North Hanover Township School District is a rural school district in the southern part of New Jersey. It serves approximately 1500 Pre-K through 6th grade students, 74% of whom are from Joint Base McGuire-Dix-Lakehurst. The local community is well-established and socioeconomically diverse.

Our district prides itself on bringing programs and experiences to students and families that are unexpected in a smaller, rural district like ours. We have committed to establish after school, evening and summer programs for students and families, aimed at building a love of learning and family engagement. We have STEMKAMP, Spanish Immersion, Passport Club, Family Math, STEM Night, Literacy Night, World Cultures Festival, Math Club and more. We can do all of these things because our students, staff and families enthusiastically participate in these experiences. We also have a robust student transition program, where immediate connections are made between incoming students and families and in-house staff and peers. This connection enables us to gather academic and social information about our new students, while helping them to feel at home quickly upon arrival.

Importance of Impact Aid: Because our district has such a high percentage of federally connected students, Impact Aid is a core revenue source. It allows us to hire teachers and provide them with training, bus students, purchase curricular materials, provide special services, pay for utilities, etc. It is impossible to designate Impact Aid for any particular purpose because it is used for daily operations. With additional Impact Aid, we would hire staff and secure training for a teacher leadership initiative, as well as pay teacher leaders.

Service on the NAFIS Board: NAFIS is a critical voice for districts like North Hanover, and I am proud to represent all Region I districts to guide the policy and priorities of NAFIS. ~



NAFIS Board of Directors Slate of Candidates

At the January 2024 NAFIS Board of Directors meeting, the NAFIS Nominating Committee announced its slate of candidates for the Board of Directors for a membership vote at the 2024 NAFIS Spring Conference. The slate includes:

Treasurer:

Chad Blotsky, Finance Director

Todd County School District, SD
(Indian Lands)

Region VI Director (CA, NV, AZ, OR, WA, HI, AK, ID):

Tom Addington, Superintendent

Central Union Elementary School District, CA
(Military, Indian Lands)

Region II Director (KY, NC, SC, TN, AR, LA, MS, AL, GA, FL):

Stephanie Clark, Chief Financial Officer

Liberty County Board of Education, GA
(Military, Federal Lands)

At-Large Director 2:

Rosemarie Kraeger, Superintendent

Middletown Public Schools, RI
(Military, Mid-to-Low LOT)

Region IV Director (ND, SD, NE, KS, MN, MT, WY):

Trista Olney, Business Manager

Douglas School District #51-1, SD
(Military)

At-Large Director 4:

Burnie Roper, Superintendent

Lackland Independent School District, TX
(Military)

Floor nominations are allowed after the Nominating Committee makes its report to members during the First General Session of the NAFIS Spring Conference. The guidelines for making a floor nomination are:

1. Any delegate, by identifying themselves and as a representative of a NAFIS member school district, can nominate a representative of a member school district to be a candidate for a position on the NAFIS Board of Directors.
2. The nomination will include the individual's name, the school system they represent and the type of federal impactation it experiences.
3. Nominees will be given three minutes to present any information about themselves and why they are interested in serving on the NAFIS Board.
4. The Nominating Committee's candidate will also be given three minutes to present any information about themselves.

If there is a floor nomination, the NAFIS membership will vote by ballot over that afternoon and the following morning, and the winner will be announced at the Second General Session on March 11.

If there is not a floor nomination, the NAFIS membership will vote by acclamation during the First General Session.

Research & Report Round-Up

Editor's Note: Research & Report Round-Up is a new column that highlights work of NAFIS coalition partners and other education and governmental organizations. Be on the lookout for additional research to be featured in future issues of IMPACT.

Here Today, Gone Tomorrow

In 2022, the AFT Teacher and School Shortage Task Force issued a report called, [*Here Today, Gone Tomorrow? What America Must Do to Attract and Retain the Educators and School Staff our Students Need*](#). Based on surveys and frontline input from educators and school staff, this detailed report offers school districts several actionable recommendations to improve teacher recruitment and retention efforts.

The report begins with acknowledgement from AFT President Randi Weingarten that AFT polling shows that “75 percent of our teacher members said they would not recommend teaching to young people today.” How do we change this?

The report suggests creating pathways for students to enter the teaching profession. Research indicates “early recruitment of middle and high school students is a more effective strategy than pulling from adult populations.” Schools can offer career and technical education (CTE) programs for interested students and provide opportunities to learn about teaching and school staff positions through informational sessions, clubs or similar school programs, or from their school’s career services departments. Districts can actively seek partnerships with local colleges to implement residency programs. Additionally,

“Seventy-five percent of our teacher members said they would not recommend teaching to young people today.”
- AFT President Randi Weingarten

districts should provide support for school support staff who are interested in transitioning into teaching roles, including paid leave or financial support for education costs to reduce the barriers to doing so. Although not an immediate fix, these tactics will start to prepare a future generation of educators.

Another report recommendation is to reduce the burden on teachers where possible. AFT member surveys show that “required, unproductive paperwork was a top area of concern for teachers and staff alike.” Districts can encourage the use of innovative assessments and modify student testing requirements by reducing or eliminating standardized tests on top of those federally required.

The report suggests taking the first step of immediately convening stakeholders to lessen paperwork in the district. This effort should clarify what paperwork is necessary and what will no longer be required. District leaders should also work with teachers, staff and administrators to determine what role district technology can play in providing the data that the administration needs or wants to collect without adding additional work for teachers or school staff.

Learn more and find additional recommendations in [the report](#). ~

Why Rural Matters

The National Rural Education Association (NREA) recently released [*Why Rural Matters, Centering Equity and Opportunity*](#). It is the 10th in a series of reports analyzing the contexts and conditions of rural education in each state and calling attention to the need for policymakers and others to address rural education issues. This edition includes new indicators related to well-being and equity, as well as a special topic section on the impact of the pandemic on rural areas.

One key finding is the need for greater access to psychologists and school counselors in rural communities. “In non-rural districts, an average of 295 students are given access to only a single school counselor or psychologist. This ratio is worse in rural districts, aver-

aging 310:1, with seven states having ratios worse than 400:1.” With mental health crises on the rise, it is imperative that rural schools have the means to assist their students and ensure their well-being.

Many other educational challenges are exacerbated in rural communities, including access to broadband connectivity at home. “The COVID-19 pandemic made clear that adequate internet connectivity is an essential component of equitable education opportunities. However, 13.4% of rural households lack minimum broadband connection” - higher than national average percentage of households without connectivity (9.9%). Yet rural school districts and communities also have strengths, and in most states with available data, rural students graduate high school at higher rates than their peers.

This report includes several complex measures developed to illustrate the rural context. For example, the Student and Family Diversity gauge (*pictured left*) - comprised of five indicators of racial diversity, poverty, disability and household mobility - provides an essential examination of the intersection between Spatial and Educational Equity and Health and Wellness. States with a deeper color red represent the highest levels of intersection between rural student race, poverty and disability. Conversely, states with lighter shading had much lower scores on these indicators.

Learn more in [the report](#), which can be used to show Congress and others why rural needs are urgent and important. ~



The Student and Family Diversity Gauge

2023-2024 NAFIS Members

As of 1/24/24. Please contact Lynn Watkins, NAFIS Director of Operations & Conference Services, at lynn@nafisdc.org if you have questions or to renew if your school district is not listed.

STATE	DISTRICT NAME				
AK	Annette Island School District	CO	Ignacio 11 Joint School District	MT	Arlee Joint High School District #8
AK	Bering Strait School District	CT	Groton Board of Education	MT	Arlee Jt. Elementary School District #8
AK	Bristol Bay Borough School District	CT	New Haven Board of Education	MT	Box Elder Elementary School Dist. #13
AK	Lake & Peninsula School District	FL	Duval Co. School Board	MT	Box Elder High School District #G
AK	Unalaska City School District	FL	Okaloosa Co. School Board	MT	Brockton Elementary School Dist. #55
AL	Daleville City Board of Education	GA	Bryan County Board of Education	MT	Brockton High School District #55F
AZ	Baboquivari Unified School District	GA	Camden County Board of Education	MT	Browning Elem. School District #9
AZ	Blue Ridge Unified School District	GA	Liberty County Board of Education	MT	Browning Public Sch. Dist. #9 (High Sch.)
AZ	Cedar Unified School District #25	GA	Long County School System	MT	Cut Bank Elementary School #15
AZ	Chinle Unified School District #24	GA	Lowndes County Board of Education	MT	Cut Bank School District 15
AZ	Fort Thomas Unified Schools	HI	Hawaii Department of Education	MT	Dodson School District
AZ	Ganado Unified School District #20	ID	Blackfoot School District #55	MT	East Glacier School District #50
AZ	Grand Canyon Unified School Dist. #4	ID	Lapwai School Dist 341	MT	Frazier Elementary School District #2
AZ	Kayenta Unified School District #27	ID	Mountain Home School District #193	MT	Frazier High School District #2B
AZ	Page Unified School District #8	ID	Plummer-Worley Jt. School District #44	MT	Froid High School District #6
AZ	Parker Unified School District #27	IL	Cass School Dist. #63	MT	Froid Public School
AZ	Peach Springs Unified District #8	IL	Community Consol. School Dist. #180	MT	Great Falls Elementary School Dist. #1
AZ	Pinon Unified School District #4	IL	Elwood CCSD #203	MT	Great Falls High School District #1A
AZ	Red Mesa Unified School District #27	IL	Lemont High School District 210	MT	Hardin Elementary School District
AZ	Sacaton Elementary School District #18	IL	Mascoutah Comm. Unit School Dist. #19	MT	Hardin High School District
AZ	San Carlos Unified School District #20	IL	North Chicago Comm Unit SD #187	MT	Harlem Elementary School District #12
AZ	Sanders Unified School District #18	IL	Wilmington Comm. Unit SD #209-U	MT	Harlem High School District #12
AZ	Tuba City Unified School District	IN	Logoootee Community School Corp.	MT	Hays-Lodge Pole District #50
AZ	Vail School District #20	IN	South Ripley Comm. School Corp.	MT	Hot Springs School Dist. #14-J
AZ	Window Rock Unified School Dist. #8	KS	Derby Unif. School Dist. #260	MT	Lame Deer High School District #6
CA	Big Creek Elementary School District	KS	Ell-Saline Unif. School Dist. #307	MT	Lame Deer School District #6
CA	Bolinas Stinson Union	KS	Ft. Leavenworth Unif. School Dist. #207	MT	Nashua School District #13
CA	Central Union School District	KS	Geary Co. Unified School District #475	MT	Poplar Elementary School District #9
CA	Coronado Unified School District	KS	Royal Valley Unif. School District #337	MT	Poplar High School District #9B
CA	Dehesa School District	KY	Edmonson Co. Board of Education	MT	Pryor Elementary School District #2
CA	Eastern Sierra Unified School District	LA	Belle Chasse Academy	MT	Pryor School District
CA	Fallbrook Union Elem. School Dist.	LA	Vernon Parish School Board	MT	Rocky Boy Elementary School Dist. #87-J
CA	French Gulch-Whiskeytown Elem. SD	MD	Montgomery Co. Board of Education	MT	Rocky Boy High School District #87-L
CA	Hueneme Elementary School District	MI	Baraga Township school Dist	MT	Ronan Elem. School District No. 30
CA	Inyo County School District	MI	Brimley Public Schools #14	MT	Ronan High School District No. 30
CA	Julian Union Elementary School Dist.	MI	Ewin-Trout Creek Schools	MT	St. Ignatius School District #28
CA	Klamath Trinity Joint Unified Schl. Dist.	MI	Glen Lake Community Schools	MT	Valier Elementary School District #18
CA	Los Alamitos Unif. School Dist.	MI	Leland Public Schools	MT	Valier High School District #18
CA	Morongo Unified School District	MI	Ojibwe Charter School	MT	Wolf Point Elem School Dist #45
CA	Mountain Empire Unified School Dist.	MI	Suttons Bay Public Schools	MT	Wolf Point High School Dist #45A
CA	Muroc Jt. Unified School District	MI	Watersmeet Township School District	NC	Alpha Academy
CA	Ocean View School District	MN	Cass Lake Indp. School District #115	NC	Craven County Board of Education
CA	Oceanside Unified School District	MN	Deer River Indp. School District #317	NC	Cumberland County Board of Education
CA	Round Valley Unified School District	MN	Mahnomen Indp. School Dist. #432	NC	Graham County Schools
CA	San Diego Unified School District	MN	Naytahwaush Community Charter Sch.	NC	Harnett County Board of Education
CA	San Pasqual Valley Unified School Dist.	MN	Nett Lake Indp. School Dist. #707	NC	Hoke County Board of Education
CA	Sierra Sands Unified School District	MN	Onamia Indp. School Dist. #480	NC	Moore County Schools
CA	Silver Valley Unified School District	MN	Pine Point School Dist. #25	NC	Onslow County Board of Education
CA	Summerville Elementary School	MO	Red Lake Indp. School Dist. #38	NC	Swain County Board of Education
CA	Travis Unified School District	MO	Crocker R-II School District	NC	Wayne Co Public Schools
CA	Two Rock Union School District	MO	Hermitage R-IV School District	ND	Belcourt County Public School Board #7
CA	Wheatland School District	MO	Knob Noster R-VIII School District	ND	Devils Lake School District #1
CA	Wheatland Union High School District	MO	Plato R-V School District	ND	Dunseith School District #1
CO	Colorado Springs School District #11	MO	Van Buren R-I School District	ND	Emerado Elementary School
CO	El Paso County School District 8	MO	Warrensburg R-VI School District	ND	Garrison School District #51
CO	Ellicott School District #22	MO	Waynesville R-VI School District	ND	Grand Forks AFB School District #140
			Winona R-III School District		

Continued on page 11...

Log in to the NAFIS Member Portal

Remember to log in to the NAFIS Member Portal to self-manage your NAFIS membership and subscriptions. All can update their individual contact information, and those who serve as their school district's primary NAFIS contact will be able to easily access dues invoices, submit POs, update organizational contacts and more. Access the portal at <https://secure.nafisdc.org/>.

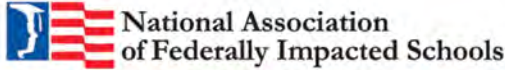
2023-2024 NAFIS Members, cont...

ND	Minnewaukan Public School District	OK	Ft. Cobb-Broxton School District	SD	Smee School District 15-3
ND	Minot AFB School District #160	OK	Hartshorne School District 61-I001-000	SD	South Central School District #26-5
ND	New Town School District #1	OK	Hominy	SD	Stanley Co. School Dist. #57-1
ND	Oberon School District #16	OK	Hulbert Public School 11-I016-000	SD	Timber Lake School District #20-3
ND	Parshall School District	OK	Jay 21-I001-000	SD	Todd County School District #66-1
ND	Selfridge School District #8	OK	Kansas 21-I003-000	SD	Wagner Community Sch. Dist. #11-4
ND	St. John School District #3	OK	Keys School	SD	Wall School District #51-5
ND	Warwick School District #29	OK	Kingston 45-I003-000	SD	Waubay School District 18-3
NE	Bellevue Public Schools	OK	Latta 62-I024-000	SD	White River School District #47-1
NE	Niobrara School District #1-R	OK	Lawton School District 16-I008-000	SD	Winner School District #59-2
NE	Santee School District	OK	Little Axe School District 14-I070	SD	Yankton School District #63-3
NE	South Central Nebraska Unified SD 5	OK	Locust Grove 46-I017-000	TN	Clarksville-Montgomery Co. Brd. of Ed.
NE	Umo Ho Nation District #16	OK	Maryetta School District 01-C022-000	TN	Clay County Schools
NE	Walthill School District #13	OK	McCurtain 31-I037-000	TX	Brookeland Independent School Dist.
NE	Winnebago School District #87-00017	OK	Mid-Del Schools 55-I052-000	TX	Burkburnett Independent School Dist.
NJ	Beverly City Board of Education	OK	Navajo 33-I001-000	TX	Copperas Cove Independent Sch. Dist.
NJ	Cape May City Board of Education	OK	New Lima Public School 67-I006-000	TX	Fort Sam Houston ISD
NJ	Colts Neck Twp. Board of Education	OK	North Rock Creek	TX	Killeen Independent School District
NJ	Kittatinny Regional High School Dist.	OK	Oaks Mission 21-I005-000	TX	Lackland Independent School District
NJ	Lakehurst Borough Board of Education	OK	Pleasant Grove 63-C029	TX	Lake Dallas Independent School Dist.
NJ	New Hanover Twp. Board of Education	OK	Preston 56-I005-000	TX	Lewisville Independent School Dist.
NJ	North Hanover Township Board of Ed.	OK	Quinton School District 61-I017-000	TX	Pottsville Ind. School Dist.
NJ	Northern Burlington Co. Reg. Sch. Dist.	OK	Rock Creek School District 07-I002-000	TX	Randolph Field Independent Sch. Dist.
NJ	Pemberton Township School District	OK	Rocky Mountain School District	TX	Redwater Independent School District
NJ	Plumsted Township Board of Education	OK	Shawnee School District 63-I093-000	TX	Robstown Independent School Dist.
NJ	Sandyston-Walpack Consol. Sch. Dist.	OK	Silo School District 07-I001-000	TX	San Vicente Independent School Dist.
NM	Central Consolidated School District	OK	Smithville Independent SD 48-I014	TX	Socorro Independent School District
NM	Clovis Schools	OK	Stilwell School Dist. 01-I025-000	UT	San Juan School District
NV	Churchill County School District	OK	Stringtown School District 03-I007-000	VA	Chesapeake City School Board
NV	Coral Academy of Science Las Vegas	OK	Talihina Public School 40-I052-000	VA	Hampton City School Board
NV	Pershing County School District	OK	Tishomingo 35-I020-000	VA	Prince George County School Board
NY	Akron Central School District	OK	Tonkawa 36-I087-000	VA	Virginia Beach City School Board
NY	Carthage Central School	OK	Vanoss School District 62-I009-000	VA	York County School Board
NY	Evans-Brant (Lake Shore) Central SD	OK	Varnum School	WA	Bremerton School District 100C
NY	Highland Falls-Ft. Montgomery Cent. SD	OK	Walters 17-I001-000	WA	Cape Flattery School District #401
NY	Hyde Park Central School District	OK	Warner Public School	WA	Central Kitsap School District #401
NY	Indian River Central School Dist.	OK	Weleetka School District 54-I031-000	WA	Clover Park School District #400
NY	Salamanca City Central SD	OK	Westville 01-I011-000	WA	Grand Coulee Dam School Dist. #301-J
NY	Silver Creek Central School District	OK	Woodall 11-C021-000	WA	Keller School District #3
NY	South Jefferson Central School District	OK	Wright City School District	WA	La Conner School District #311
NY	Watertown City School District	OK	Zion 01-C028-000	WA	Medical Lake School District #326
OH	Beavercreek City School District	PA	Hatboro Horsham School District	WA	Mt. Adams School District #209
OH	Bellbrook-Sugarcreek Schools	RI	Middletown Public Schools	WA	Nespelem School District #14
OH	Fairborn City School District	RI	Portsmouth School Department	WA	North Mason School District #403
OH	Mad River Local School District	SC	Beaufort County School District	WA	North Thurston Public Schools
OH	Perkins Local School District	SC	Richland County School District #2	WA	Oak Harbor School District #201
OH	Southeast Local School District	SD	Andes Central School District 11-1	WA	Oakville School District #400
OH	Windham Exempted Village Schools	SD	Bennett County School District #3-1	WA	Queets-Clearwater School
OK	Altus 33-I018-000	SD	Bon Homme School District #4-2	WA	Taholah School District #77
OK	Anadarko Public Schools 08-I020-000	SD	Chamberlain Independent Sch. Dist. #1	WA	Toppenish School District #202
OK	Bennington 07-I040-000	SD	Custer School District #16-1	WA	Wapato School District #207
OK	Briggs 11-C044-000	SD	Douglas School District #51-1	WA	Wellpinit School District #49
OK	Byng Public School	SD	Dupree School District #64-2	WI	Black River Falls School District
OK	Cache School District 16-I001-000	SD	Eagle Butte Independent School Dist. #3	WI	Crandon School District
OK	Caddo 07-I005-000	SD	Flandreau Independent School Dist. #3	WI	Gresham School District
OK	Calumet School District 09-I076-000	SD	Hill City School District	WI	Lac du Flambeau School District
OK	Choctaw School District 55-I004-000	SD	Hot Springs School District 23-2	WI	Lakeland U.H. School District
OK	Clinton 20-I099-000	SD	Kadoka Area School District 35-2	WI	Menominee Indian School District
OK	Coalgate Public Schools	SD	Lyman Independent School Dist. #42-1	WI	School District of Bayfield
OK	Colbert 07-I004-000	SD	McIntosh Independent Sch. Dist. #15-1	WI	School District of Bowler
OK	Colcord 21-I004-000	SD	McLaughlin Independent Sch. Dist. #21	WI	School District of Florence County
OK	Dahlongegah School District	SD	Mobridge-Pollock School Dist. #62-6	WI	Tomah Public Schools
OK	Darlington Public School	SD	Oelrichs Public Schools #23-3	WI	Wabeno Area School District
OK	Dickson Schools	SD	Oglala Lakota County Sch. Dist. 65-1	WY	Fremont County School District #14
OK	Elgin School District 16-I016-000	SD	Pierre School District	WY	Fremont County School District #21
OK	Frink Chambers 61-C029-000	SD	Platte-Geddes School District #11-5	WY	Fremont County School District #38
OK	Frontier 52-I004-000	SD	Sisseton Independent School Dist. #1	WY	Fremont County School District #6

NAFIS Releases 2023 Year End Report

The [2023 NAFIS Year End Report](#) is now available. NAFIS is proud of all that we accomplished last year. In addition to hosting a standing-room-only Capitol Hill briefing to educate a new Congress on Impact Aid, we reintroduced the Advancing Toward Impact Aid Full Funding Act with bipartisan support in both the House and Senate. We also introduced the Impact Aid Infrastructure Partnership Act in both chambers. In recognition of our 50th anniversary, we presented four longtime congressional Impact Aid supporters with the NAFIS Golden Champion Award and hosted a special celebration.

NAFIS also kept members informed on the latest Impact Aid updates through newsletters and other publications; connected with members through site visits; hosted Impact Aid technical assistance workshops through our foundation; and much, much more. We look forward to building on these efforts and continuing to strengthen Impact Aid in 2024! ~



2023 YEAR END REPORT

Policy & Advocacy

Introduced the Advancing Toward Impact Aid Full Funding Act in the House and Senate with bipartisan support; currently 7 co-sponsors in the Senate, 32 co-sponsors in the House.



\$61M
Impact Aid Funding Increase in the FY23 Appropriations Bill

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11 SENATORS 5 REPRESENTATIVES
CO-SPONSORED

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34 SENATORS 66 REPRESENTATIVES
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New NAFIS Resources:

- Debuted NAFIS Promotional Video
- Established NAFIS Flickr Account
- Created "A History of NAFIS" One-Pager

9 District Site Visits In Six Different States

11 NAFIS Presentations + Webinars

4 IMPACT Newsletters

68 NAFIS News + Alerts

721 FOLLOWERS

1,563 FOLLOWERS

Membership & Conference



50th Anniversary Celebration
375 FALL ATTENDEES 350 SPRING ATTENDEES

385 SCHOOL DISTRICT MEMBERS

Federally Impacted Schools Educational Foundation
Reopened the FISEF "Good Idea Grant" Application for 2024

5 Workshops Hosted

131 Workshop Registrants

4 Different States

Golden Champion Awards Presented
Rep. Tom Cole
Sen. Patty Murray
Rep. Bobby Scott
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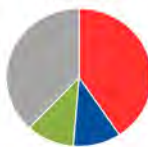
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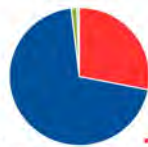
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x @NAFISschools #ImpactAid

National Association of Federally Impacted Schools

https://www.nafisc.org

BOARD OF DIRECTORS

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VICE PRESIDENT
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IMMEDIATE PAST PRESIDENT
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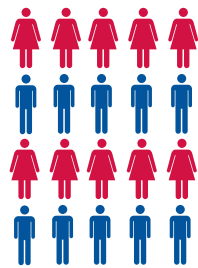
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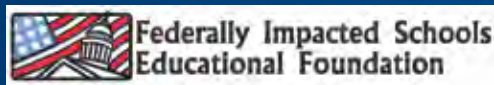


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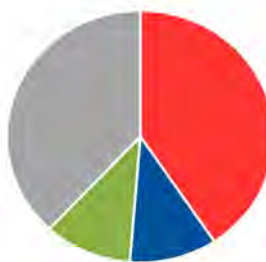
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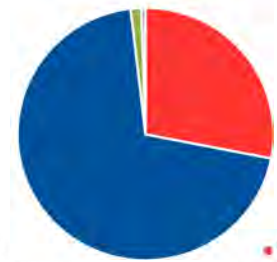
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 @NAFISschools
#ImpactAid

 National Association of
Federally Impacted Schools

 <https://www.nafisdc.org>

Akers Newsletter

"Communication Builds a Community"

Admiral Akers Elementary School
Franklin & Constellation, NAS Lemoore, CA 93245

Mr. Sweeney – Principal

Mr. Denney- Assistant Principal

[Http://www.akers.central.k12.ca.us/](http://www.akers.central.k12.ca.us/)

Office Hours:
7:00-4:00

February 2024

- Feb 2 Basketball Game Kettleman @ Akers 1:30PM
- Feb 6 100th Day of School- Dress like You're 100 or wear Pj's to school
- Feb 6 Akers Basketball game @ Stratford 1:30PM
- Feb 9 Akers Basketball game @ Island 1:30PM
- Feb 10 Saturday School 8AM-12PM
- Feb 15 Valentine Dance 4th/5th Grade 4PM-5PM
6th-8th Grade 5PM-6:30PM
- Feb 16 Basketball Game Central @ Akers 1:30PM
- Feb 19- Presidents Day- No School
- Feb 21 Oceanography Field Trip to Monterey
- Feb 22 Mid Valley Jazz Fest- Jazz Band
- Feb 24 Saturday School 8AM-12PM

School Hours
School starts at 8:00 a.m.

Dismissal Times
Mon., Tues., Thurs., Fri.

K -2nd - 2:10 p.m.

3rd -5th - 2:25 p.m.

6th - 8th - 2:50 p.m.

Wednesday's Early Dismissal

All students are dismissed at 1:00 p.m.

Akers Parent Teacher Club needs Volunteers! If you are interested, please reach out on Facebook, "Akers Parent Teacher Club", or email AkersPTC@gmail.com.

Cupid Grams for Sale in front of office before and after school. Last Day to purchase is Feb 9
\$1 Each

Nurse Note

Akers School Nurse is in need of gently used boy clothes, primarily for students that are 2nd grade and younger. We could also use new packs of smaller sized girls underwear.

Please bring to the office if you are able to donate.

Thank you!

In recognition of Presidents Day, there will be
NO SCHOOL
Monday February 19, 2024

Order Your Akers School Yearbook Online



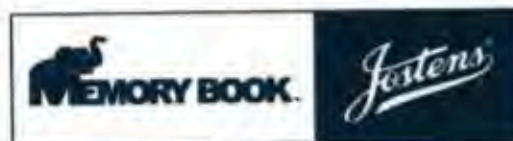
Step 1: Visit shop.memorybook.com



Step 2: Login if returning or new users click 'Register' to create an account using school code **246154M**

Step 3: Buy a yearbook for **\$30.00** through **04/12/2024**

If you have any questions about ordering your yearbook contact your school's yearbook advisor.



www.memorybook.com

AKERS / NEUTRA ATTENDANCE FAQ

Central Union School District follows the rules and regulations set forth by the State of California Ed Code 48260. This includes SART and SARB procedures.

All absences regardless of the reason, count towards a student's overall attendance percentage.

Per Ed Code 48260, SART and SARB procedures can be scheduled due to unexcused absences, chronic absences and habitual tardies.

SARB procedures include school officials, county officials, resource officers and base commands.

WOW!

Who do I contact if my student is absent?

To ensure accurate attendance records please contact the Akers Office first regarding all attendance issues. Short term and long term.

What is considered an excused absence?

Per California Ed Code 48260.5 the only absences that are considered excused are those pertaining to the students own illness with a doctors note, court proceedings, funeral services.

What are Saturday Schools?

Saturday School is offered to help make up missing attendance, one 4 hour day of Saturday School will make up one day of missing attendance.

Why am I receiving attendance letters on my kindergartner /TK if kindergarten/TK is not required?

Though kindergarten/TK is not required in California, if you choose to enroll your student you agree to abide by state guidelines including attendance.

Why are Navy events not excused? (i.e. pinnigs, command functions etc.)

Though we understand the sacrifices our military families endure, we unfortunately do not fall under the Department of Defense guidelines. We are a California public school that happens to be located on federal property and, in turn, must follow all state guidelines.

When is a doctor's note required?

Anytime a student is absent and brings in a doctor's note, the absence can be marked as excused.

When a student has been out for 5 days due to illness, a doctor's note is required to verify the absence. These days do not have to be consecutive to require a doctor's note. Unfortunately "mental health" days unless accompanied with a doctors note, are not considered excused.



Weekly Update. 2/12/24 to 2/16/24



School Menus

- 2024 -

FEBRUARY

		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
R.J. Neutra Elementary Hi Jets! If you have any special requests, please let the kitchen staff know and we will see if it is something that we could try. Hope you enjoy!!!		5	Cereal Corn dog	6	Soft Filled Cinnamon Toast Crunch Patty Melt <small>Student Menu Item Kaiser 3rd Grade</small>	7	Gingerbread Baked Chicken Leg <small>Student Menu Item Hera F. 3rd Grade</small>	8	Avocado Toast <small>Student Menu Item Henry C. 3rd Grade</small> Minestrone Soup	9	Donut Chicken Nuggets
		12	Cereal Chili & Cornbread <small>Student Menu Item Olivia P. 3rd Grade</small>	13	Breakfast Quesadilla Chicken Wings <small>(will serve on the side)</small>	14	Waffles Spaghetti & Meatballs	15	French Toast Sticks Chicken Quesadilla	16	Biscuit & Jelly Pizza or Choice Item
		19	NO SCHOOL	20	Cereal Orange Chicken	21	Cinnamon Roll Pozole (Chicken Soup)	22	Oatmeal Muffin Squares Chicken Patty Sandwich	23	Pizza or Choice Item
		26	Cereal Tamale <small>Student Menu Item Kaira S. 3rd Grade</small>	27	Strawberry Mini Bagel Chili Dog & Chips	28	Banana Bread Chicken Alfredo	29	Blueberry Muffin Grilled Cheese	30	Concha Pizza or Choice Item
		29	Cereal Tamale <small>Student Menu Item Kaira S. 3rd Grade</small>	27	Strawberry Mini Bagel Chili Dog & Chips	28	Banana Bread Chicken Alfredo	29	Breakfast Burrito Teriyaki Chicken <small>Student Menu Item Emily 3rd Grade</small>		

Please make sure that Valentines Day treats follow the School Wellness Policy



Healthy Snack & Beverage Ideas*

- + Water
- + 100% fruit juice with no added sugar
- + Fat-free or low fat milk
- + Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
- + 100% fruit juice-slushes with no added sugar
- + Fresh fruit – trays, salads or kabobs
- + Fresh vegetables – trays, salads or kabobs
- + Fat-free or low fat yogurt (alone or as dip for fruits or vegetables)
- + Yogurt parfaits (fat-free or low fat yogurt, fruit and whole grain cereal or granola as topping)
- + Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
- + Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
- + Frosty fruits – freeze your own fruit (frozen grapes make a great summer treat!)
- + Dried fruit with no added sugar
- + Whole grain crackers
- + Low-fat cheese (serve with fruit or whole grain crackers)
- + Hummus (serve with vegetables or whole grain crackers)
- + Small whole grain waffles or pancakes topped with fruit
- + Whole grain pretzels (soft or crunchy)
- + Low-fat or air-popped popcorn (no added butter or salt)
- + Graham crackers
- + Small whole grain bagels or English muffins or jelly
- + Pizza (on whole grain crust with low fat cheese and lean protein or vegetable toppings)
- + Roll-ups on whole grain tortillas (fill with a lean protein such as ham or turkey, low fat cheese, hummus, and jelly or vegetables)
- + Fat-free or low fat pudding
- + Bean quesadillas or burritos made with whole grain tortillas with salsa
- + Whole grain cereal bars
- + Baked whole grain tortilla chips with salsa or bean dip
- + Baked chips (small portions)

*Check ingredient statements and nutrition information to ensure items meet the USDA Smart Snacks in School nutrition standards. Ensure food allergies of any participants are known before serving any food item.

Pair foods together for an afternoon snack to power youth up for their activities, whether that is physical activity or educational activities. Combine a lean protein with a fruit or vegetable, such as sunflower seeds dried raisins. Or a low-fat dairy food and whole-grain rich choice, like string cheese and whole grain crackers. Try low-fat dairy and fruit – yogurt and strawberries. Pair a whole-grain rich food with a lean protein by spreading hummus on a whole grain tortilla. Or serve a whole-grain rich food and vegetable, such as a whole grain cereal bar and cherry tomatoes. Get creative!

For more information on healthy snacking or finding healthy snacks and beverages, visit healthiergeneration.org



TK-1st Grade Celebrate Attendance with Fun Works- 2/16/24



No School on February 19, 2024



Neutra Book Fair- 2/29/24-3/8/24



The book fair is almost here! Come browse our bookshelves to find your new favorite reads. Here's what you need to know:

Student shopping hours:

During class library time, select recess times, and at teacher's discretion

After school shopping hours:

Daily, February 29th – March 7th, until 3:15pm

Book Fair closes:

Friday, March 8th at 1:00pm



Payment methods: We accept cash, credit, debit or book fair gift cards.



Online fair: Shop online anytime! bit.ly/neutrabookfair



Book fair gift cards: Gift cards are an easy payment method that won't get lost in a backpack. Buy them online for use at both our in-person and online fair.

Neutra Celebrates Read Across America Day- March 1, 2024

Let's get ready to...

Read across America



Trimester 2 Ends on March 1, 2024



Wednesday is EARLY RELEASE



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Accessibility

0

Military and Family Life Counseling Program



Information about the



Consent Form



Consent Form

Program



August/Sept- Respect
 Spirit Rally and Dress Up Day
 (Sports Day). 9/29/23



October- Kindness
 Spirit Rally and Dress Up Day
 (Western Day). 10/27/23



UPDATE!!!
November/Dec.
Acceptance
 Dress Up Day (PJ or Christmas
 PJ Day). 12/15/23. No spirit
 rally!



January- Teamwork
 Spirit Rally and Dress Up Day
 (Disney). 1/26/24



February- Honesty
 Spirit Rally and Dress Up Day.
 (Rainbow) 3/1/24



March/April - Friendship
 Spirit Rally and Dress Up Day
 (Camo and Military) 4/26/24

Neutra Dress Up Days 23/24

Upcoming Events

- 2/9/24- 2nd Grade On Campus Field Trip-The Cranium Company (Closed to Public)
- 2/10/24- Saturday School
- 2/12/24- Deployment Club- Closed to Public
- 2/14/24- Valentines Day (All treats must be part of the school Wellness Policy-Listed Above)
- 2/15/24- Mileage Club 1:30 (Open to Public)

2/16/24- TK-1st Grade Fun Works Attendance Assembly (Closed to Public)

2/19/24- Presidents Day. NO SCHOOL!!

Elizabeth Alvarado

Elizabeth is using Smore to create beautiful newsletters

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Communicate quickly and effectively with interactive newsletters.

Smore empowers educators to connect with their community, streamline school communications, and increase engagement.

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Stratford Elementary School, February Update



School Events

- Feb 2 Basketball Games @Parkview Middle School
- Feb 6 100th Day of School Celebration
Home Basketball Games vs. Akers School
- Feb 7 School Site Council Meeting #3
- Feb 8 Local SARB Hearings
- Feb 9 Home Basketball Games vs. Reef Sunset Middle School
- Feb 10 Saturday School
- Feb 12 ELPAC Summative Assessment Window Begins
- Feb 13 Basketball Games @Island School
- Feb 15 Valentine Dance Attendance Reward
- Feb 16 Random Acts of Kindness Day
- Feb 19 President's Day- No School
- Feb 20 Physical Fitness Test (5th/7th) Start Date
- Feb 22 ELAC Meeting #3
SRR Academic Recognition Dinner
- Feb 24 Saturday School

Upcoming in March

- March 1 National Read Across America Day, Pajama Party TK-5
End of Trimester 2
- March 5 LHS Registration onsite for 8th Graders
- March 8 Report Cards Sent Home
- March 9 Saturday School
- March 11 Trimester Awards
- March 12 Spring Academic Walkthrough
- March 14 3rd Grade Farm Day
- March 15 LHS Tour, 8th grade SPED
- Mar 11-22 Spring Academic (iReady) Screener
- March 22 1:00PM Early Release Day for Spring Break



**COUNTY OF KINGS
DEPARTMENT OF FINANCE**


Erik Ureña, CPA – Director of Finance
1400 W. LACEY BLVD • HANFORD, CA 93230

ACCOUNTING DIVISION
(559) 852-2455 • FAX: (559) 587-9935

TAX COLLECTOR • TREASURER DIVISION
TAX: (559) 852-2479 • TREASURER (559) 852-2477
FAX: (559) 582-1236

DATE: February 6, 2024

TO: Treasury Depositors
Board of Supervisors
County Treasury Oversight Committee

FROM: Erik Ureña, CPA, Director of Finance 

SUBJECT: Quarterly Portfolio Compliance Report

Enclosed is the Kings County Treasurer's - Quarterly Compliance Report for the period October 1 – December 31, 2023. The interest rate for the quarter for funds held by the Treasury was 2.4612%.

If you have any questions on the report or the portfolio, please feel free to call Tammy Phelps, Assistant Director of Finance - Treasury, at 852-2462.

Encl. 1

Kings County Treasurer's Statement of Interest Earnings

For the Period October 1, 2023 - December 31, 2023	
POOLED INVESTMENT ACCOUNT:	
Gross Interest Earnings (on Accrual Basis)	\$4,981,333
Less: Administrative Expenses	(115,998)
Gains/Losses	0
Banking Expenses	(5,662)
Prior Qtr/yr int adjustments	8
Net Interest Earnings Apportioned	\$4,859,682
Portfolio Return of Investment:	
Average Pooled Funds Invested	\$772,688,003
Gross Yield on Investments	2.5577%
Net Yield on Investments	2.4952%
Treasury Return on Investment:	
Average Pooled Funds In Treasury	\$783,370,760
Gross Yield Pooled Treas Funds	2.5228%
Net Yield on Pooled Treasury Funds	2.4612%
DIRECT INVESTMENT ACCOUNT:	
Average Direct Funds Invested	\$0
TOTAL AVERAGE FUNDS INVESTED:	\$772,688,003

YIELD TRENDS Gross Yield History*		
Quarter	Pool	LAIF
Dec-23	2.5577%	3.9904%
Sep-23	2.3832%	3.5914%
Jun-23	2.2199%	3.1522%
Mar-23	1.8470%	2.7353%
Dec-22	1.3220%	2.0735%
Sep-22	1.0753%	1.3503%
Jun-22	0.8680%	0.7510%
Mar-22	0.7687%	0.3196%
Dec-21	0.7776%	0.2284%
Sep-21	0.7267%	0.2416%
Jun-21	0.7322%	0.3275%
Mar-21	0.8324%	0.4432%
Dec-20	1.0132%	0.6292%
Sep-20	1.3673%	0.8452%
Jun-20	1.6573%	1.3581%
Mar-20	2.0807%	2.0260%
Dec-19	2.1773%	2.2813%
Sep-19	2.1504%	2.4462%

*The yield history represents gross portfolio yields; costs have not been deducted.

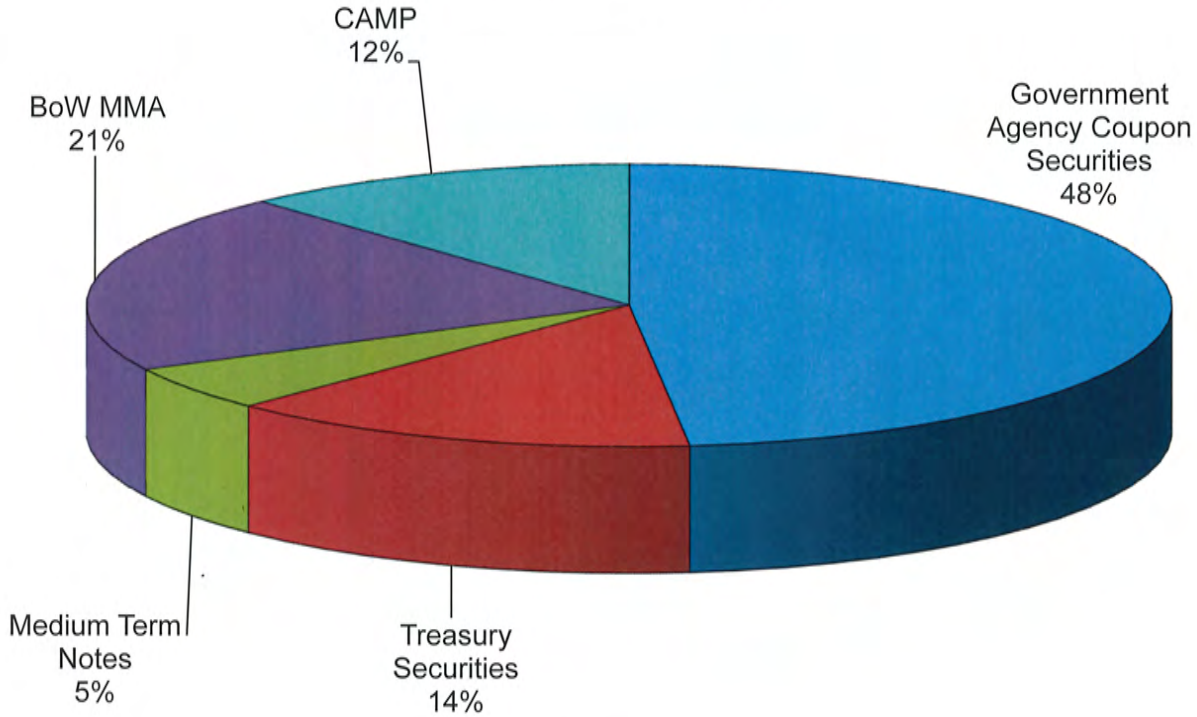
Kings County Treasurer's Liquidity Projections for the Period January 1, 2024 - December 31, 2024 (In Thousands)

A		B		C		D		E		F		G	
ACTUAL MONTH/ YEAR	TREASURER'S RECEIPTS ACTUAL	TREASURER'S DISBURSEMENTS ACTUAL	TREASURER'S SURPLUS or (DEFICIT) (A-B)	INVESTMENTS				ESTIMATE SURPLUS (F+C)					
				MONTH YEAR	PORTFOLIO MATURITIES	LAIF	TOTAL (D+E)						
Jul-23	54,525	100,876	(46,351)	Jul-24	17,000	75,000	92,000	45,649					
Aug-23	84,016	94,515	(10,499)	Aug-24	18,000	45,649	63,649	53,150					
Sep-23	69,313	83,555	(14,242)	Sep-24	15,000	53,150	68,150	53,908					
Oct-23	88,192	75,764	12,428	Oct-24	20,000	53,908	73,908	86,336					
Nov-23	109,853	78,581	31,272	Nov-24	18,000	75,000	93,000	124,272					
Dec-23	163,466	90,346	73,120	Dec-24	10,000	75,000	85,000	158,120					
Jan-23	77,323	76,129	1,194	Jan-24	11,000	75,000	86,000	87,194					
Feb-23	97,611	122,786	(25,175)	Feb-24	14,000	75,000	89,000	63,825					
Mar-23	128,505	86,761	41,744	Mar-24	20,000	63,825	83,825	125,569					
Apr-23	138,294	77,232	61,062	Apr-24	14,000	75,000	89,000	150,062					
May-23	96,014	107,331	(11,317)	May-24	18,000	75,000	93,000	81,683					
Jun-23	128,308	99,062	29,246	Jun-24	21,000	75,000	96,000	125,246					
TOTALS	1,235,420	1,092,938	142,482		196,000								

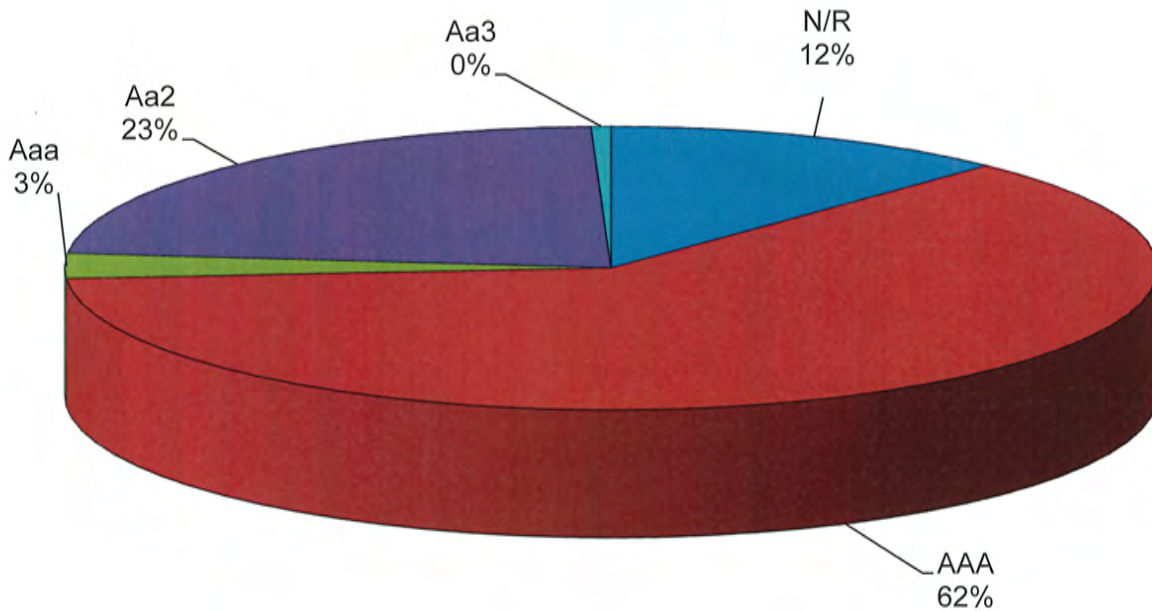
Sufficient liquidity exists to meet the mandated six months cash flow expenditure requirements. The historical receipts have been adjusted for expected non-re-occurring participant activity.

**KINGS COUNTY POOLED INVESTMENTS
PORTFOLIO STATISTICS**

Book Value by Investment Type
as of December 31, 2023



Market Value Quality Allocation
as of December 31, 2023





**Kings County Investment Pool
Portfolio Management
Portfolio Summary
December 31, 2023**

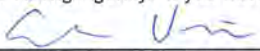
Kings County
1400 W. Lacey Blvd.
Kings County Govt. Center
Hanford, CA
(559)582-3211

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM 365 Equiv.	YTM 360 Equiv.
Government Agency Coupon Securities	409,000,000.00	397,678,420.00	409,149,229.47	48.22	611	2.033	2.005
Treasury Coupon Securities	120,000,000.00	115,108,650.00	119,782,985.94	14.12	446	0.739	0.729
Medium Term Notes	45,000,000.00	42,894,590.00	43,125,399.53	5.08	1,121	3.672	3.622
BofW MMA Deposit Account	175,564,030.14	175,564,030.14	175,564,030.14	20.69	1	4.580	4.517
CAMP - California Asset Mgmt Progr	100,934,660.13	100,934,660.13	100,934,660.13	11.89	1,487	5.550	5.474
Investments	850,498,690.27	832,180,350.27	848,556,305.21	100.00%	592	2.879	2.839
Cash and Accrued Interest							
Passbook/Checking (not included in yield calculations)	13,798,428.08	13,798,428.08	13,798,428.08		1	1.000	0.986
Accrued Interest at Purchase *		0.00	0.00				
Ending Accrued Interest		1,997,986.35	1,997,986.35				
Subtotal		15,796,414.43	15,796,414.43				
Total Cash and Investments	864,297,118.35	847,976,764.70	864,352,719.64		592	2.879	2.839

Total Earnings	December 31 Month Ending	Fiscal Year To Date	
Current Year	1,883,429.94	9,458,461.00	* 200,056.25 Accrued at Purchase is Included in Book Value.

Average Daily Balance	812,298,251.65	758,961,253.43
Effective Rate of Return	2.73%	2.47%

The Pooled Portfolio was in compliance during the quarter ending December 31, 2023, with California Government Code Sections 53601 et.seq. and 53635, and the Director of Finance's Statement of Investment Policy dated January 1, 2023. Market prices are provided by U.S. Bank and are as of the last business day of the month. Ratings listed in the Portfolio Reports are issued by Moody's Rating Agency. If you have any questions about the Pooled Investment Fund, please call Tammy Phelps, Assistant Director of Finance - Treasury, at (559) 852-2462.


Erik Ureña, CPA, Director of Finance

2/16/24

Reporting period 12/01/2023-12/31/2023

Run Date: 01/04/2024 - 16:00

Portfolio POOL
RC
PM (PRF_PM1) 7.3.0
Report Ver. 7.3.6.1

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2023

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3133EMMN9	200034	Federal Farm Credit Bank		01/11/2021	3,000,000.00	2,995,800.00	2,999,750.00	0.190	AAA	0.204	10	01/11/2024
3133EMNG3	200037	Federal Farm Credit Bank		01/19/2021	3,000,000.00	2,992,800.00	2,999,705.00	0.230	AAA	0.246	18	01/19/2024
3133EMQL9	200039	Federal Farm Credit Bank		02/12/2021	3,000,000.00	2,982,660.00	3,000,000.00	0.200	AAA	0.197	42	02/12/2024
3130AFW94	190030	Federal Home Loan Banks		12/03/2019	3,000,000.00	2,989,860.00	3,011,822.78	2.500	AAA	1.657	43	02/13/2024
3133EMRZ7	200045	Federal Farm Credit Bank		02/26/2021	3,000,000.00	2,976,840.00	3,000,300.00	0.250	AAA	0.227	56	02/26/2024
3130AVP63	220007	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,993,550.00	5,000,000.00	4.760	AAA	4.700	66	03/07/2024
3130AVP55	220008	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,992,400.00	5,000,000.00	4.740	AAA	4.678	81	03/22/2024
3133EMVD1	200053	Federal Farm Credit Bank		04/05/2021	3,000,000.00	2,960,220.00	2,999,625.00	0.330	AAA	0.350	95	04/05/2024
3130ALVY7	200054	Federal Home Loan Banks		04/15/2021	3,000,000.00	2,956,680.00	3,000,000.00	0.400	AAA	0.395	105	04/15/2024
3130ALXQ2	200056	Federal Home Loan Banks		04/29/2021	3,000,000.00	2,952,000.00	3,000,000.00	0.500	AAA	0.493	119	04/29/2024
3133ENWC0	210051	Federal Farm Credit Bank		05/03/2022	5,000,000.00	4,957,200.00	4,999,625.00	2.625	AAA	2.604	123	05/03/2024
3130AMPD8	200062	Federal Home Loan Banks		05/28/2021	3,000,000.00	2,940,270.00	3,000,000.00	0.385	AAA	0.380	148	05/28/2024
3133EME40	200064	Federal Farm Credit Bank		06/03/2021	3,000,000.00	2,936,520.00	3,000,000.00	0.330	AAA	0.325	154	06/03/2024
3130AMKX9	200059	Federal Home Loan Banks		06/07/2021	3,000,000.00	2,936,400.00	3,000,000.00	0.400	AAA	0.395	158	06/07/2024
3130AMLM2	200060	Federal Home Loan Banks		06/07/2021	3,000,000.00	2,937,690.00	3,000,000.00	0.375	AAA	0.370	158	06/07/2024
3130AMND0	200061	Federal Home Loan Banks		06/17/2021	3,000,000.00	2,935,080.00	3,000,000.00	0.430	AAA	0.424	168	06/17/2024
3130AMQC9	200063	Federal Home Loan Banks		06/24/2021	3,000,000.00	2,932,410.00	3,000,000.00	0.420	AAA	0.414	175	06/24/2024
3130AMRZ7	200065	Federal Home Loan Banks		06/28/2021	3,000,000.00	2,930,430.00	3,000,000.00	0.375	AAA	0.370	179	06/28/2024
3130AMT85	200066	Federal Home Loan Banks		06/28/2021	3,000,000.00	2,931,360.00	3,000,000.00	0.400	AAA	0.395	179	06/28/2024
3135G0V75	190029	Federal Nat'l Mortgage Assoc.		12/03/2019	3,000,000.00	2,949,960.00	3,002,010.67	1.750	AAA	1.657	183	07/02/2024
3130AMV82	210001	Federal Home Loan Banks		07/12/2021	3,000,000.00	2,923,980.00	3,000,000.00	0.350	AAA	0.345	193	07/12/2024
3130AMZ88	210002	Federal Home Loan Banks		07/12/2021	3,000,000.00	2,927,580.00	3,000,000.00	0.520	AAA	0.513	193	07/12/2024
3130AN5A4	210003	Federal Home Loan Banks		07/26/2021	3,000,000.00	2,923,800.00	3,000,000.00	0.500	AAA	0.493	207	07/26/2024
3130AN7K0	210004	Federal Home Loan Banks		07/29/2021	5,000,000.00	4,871,550.00	5,000,000.00	0.400	AAA	0.395	210	07/29/2024
3130ANDX5	210006	Federal Home Loan Banks		08/16/2021	5,000,000.00	4,859,500.00	5,000,000.00	0.500	AAA	0.493	228	08/16/2024
3130ANGT1	210007	Federal Home Loan Banks		08/23/2021	5,000,000.00	4,857,400.00	5,000,000.00	0.410	AAA	0.404	235	08/23/2024
3130AMCN0	200057	Federal Home Loan Banks		05/26/2021	3,000,000.00	2,912,220.00	3,000,000.00	0.500	AAA	0.493	238	08/26/2024
3130ANNS5	210009	Federal Home Loan Banks		08/30/2021	5,000,000.00	4,852,550.00	5,000,000.00	0.500	AAA	0.493	240	08/28/2024
3135G0ZR7	190028	Federal Nat'l Mortgage Assoc.		12/03/2019	3,000,000.00	2,951,340.00	3,027,129.25	2.625	AAA	1.657	249	09/06/2024
3130APK20	210029	Federal Home Loan Banks		12/03/2021	5,000,000.00	4,841,300.00	4,989,911.24	0.650	AAA	0.861	270	09/27/2024
3133ENCA6	210025	Federal Farm Credit Bank		10/25/2021	5,000,000.00	4,833,000.00	4,999,016.67	0.700	AAA	0.710	298	10/25/2024
3133EK6J0	190025	Federal Farm Credit Bank		11/08/2019	3,000,000.00	2,921,490.00	2,994,120.00	1.625	AAA	1.806	312	11/08/2024
3133ENDU1	210027	Federal Farm Credit Bank		11/15/2021	5,000,000.00	4,820,300.00	5,000,000.00	0.740	AAA	0.730	319	11/15/2024
3130APMB8	210026	Federal Home Loan Banks		11/22/2021	5,000,000.00	4,817,250.00	5,000,000.00	0.750	AAA	0.740	326	11/22/2024
3130APVG7	210028	Federal Home Loan Banks		11/30/2021	5,000,000.00	4,829,050.00	5,000,000.00	1.000	AAA	0.986	329	11/25/2024
3133ENGQ7	210030	Federal Farm Credit Bank		12/09/2021	5,000,000.00	4,826,250.00	5,000,000.00	0.920	AAA	0.907	343	12/09/2024
3133ENJH4	210040	Federal Farm Credit Bank		12/27/2021	5,000,000.00	4,809,450.00	5,000,000.00	0.940	AAA	0.927	361	12/27/2024
3130AQEM1	210038	Federal Home Loan Banks		01/06/2022	5,000,000.00	4,836,150.00	5,000,000.00	1.000	AAA	0.986	371	01/06/2025

Portfolio POOL
RC
PM (PRF_PM2) 7.3.0

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2023

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3130AQEG4	210039	Federal Home Loan Banks		01/10/2022	5,000,000.00	4,834,400.00	5,000,000.00	1.000	AAA	0.986	375	01/10/2025
3130AQFG3	210041	Federal Home Loan Banks		01/21/2022	5,000,000.00	4,798,650.00	5,000,000.00	1.125	AAA	1.110	386	01/21/2025
3130AQLL5	210042	Federal Home Loan Banks		01/27/2022	5,000,000.00	4,818,950.00	5,000,000.00	1.200	AAA	1.184	392	01/27/2025
3130AJ2C2	190049	Federal Home Loan Banks		02/03/2020	3,000,000.00	2,914,380.00	3,000,000.00	1.625	AAA	1.603	399	02/03/2025
3133EMQG0	200040	Federal Farm Credit Bank		02/10/2021	3,000,000.00	2,852,940.00	2,999,437.50	0.320	AAA	0.328	406	02/10/2025
3136G4T52	200005	Federal Nat'l Mortgage Assoc.		08/25/2020	3,000,000.00	2,872,950.00	3,000,000.00	0.520	AAA	0.513	421	02/25/2025
3130AVPB2	220009	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,969,450.00	5,000,000.00	4.090	AAA	4.036	431	03/07/2025
3130AVPA4	220010	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,967,450.00	5,000,000.00	4.080	AAA	4.025	445	03/21/2025
3134GWP26	200014	Federal Home Loan Mort. Co.		09/28/2020	3,000,000.00	2,846,130.00	3,000,000.00	0.500	AAA	0.493	452	03/28/2025
3130AVPC0	220011	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,966,200.00	5,000,000.00	4.080	AAA	4.024	472	04/17/2025
3133ENWH9	210052	Federal Farm Credit Bank		05/09/2022	5,000,000.00	4,890,300.00	4,994,575.00	2.900	AAA	2.935	494	05/09/2025
3130AVP97	220012	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,969,700.00	5,000,000.00	4.050	AAA	3.996	501	05/16/2025
3136G4Y64	200006	Federal Nat'l Mortgage Assoc.		08/27/2020	3,000,000.00	2,845,290.00	3,000,000.00	0.550	AAA	0.542	512	05/27/2025
3130AVP89	220013	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,967,000.00	5,000,000.00	4.020	AAA	3.967	522	06/06/2025
3130AVP71	220014	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,968,700.00	5,000,000.00	4.010	AAA	3.957	529	06/13/2025
3130AXVA3	230010	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,039,950.00	5,000,000.00	4.900	AAA	4.837	557	07/11/2025
3134GWUU8	200018	Federal Home Loan Mort. Co.		10/16/2020	3,000,000.00	2,827,050.00	3,000,000.00	0.500	AAA	0.493	562	07/16/2025
3133EPRS6	230011	Federal Farm Credit Bank		11/20/2023	5,000,000.00	5,030,600.00	5,071,878.33	4.875	AAA	4.853	574	07/28/2025
3133EMFC1	200026	Federal Farm Credit Bank		10/29/2020	3,000,000.00	2,824,350.00	3,000,000.00	0.530	AAA	0.523	575	07/29/2025
3133EL3P7	200004	Federal Farm Credit Bank		08/24/2020	3,000,000.00	2,811,480.00	3,000,000.00	0.530	AAA	0.523	589	08/12/2025
3136G4Q48	200001	Federal Nat'l Mortgage Assoc.		08/19/2020	3,000,000.00	2,820,780.00	2,998,800.00	0.600	AAA	0.612	596	08/19/2025
3136G4N74	200002	Federal Nat'l Mortgage Assoc.		08/21/2020	3,000,000.00	2,818,290.00	3,000,000.00	0.560	AAA	0.552	598	08/21/2025
3136G4X57	200003	Federal Nat'l Mortgage Assoc.		08/25/2020	3,000,000.00	2,820,150.00	3,000,000.00	0.625	AAA	0.616	602	08/25/2025
3136G4Z63	200007	Federal Nat'l Mortgage Assoc.		08/27/2020	3,000,000.00	2,818,380.00	3,000,000.00	0.600	AAA	0.592	604	08/27/2025
3134GWA22	200010	Federal Home Loan Mort. Co.		09/02/2020	3,000,000.00	2,811,420.00	3,000,000.00	0.550	AAA	0.542	610	09/02/2025
3134GWA55	200008	Federal Home Loan Mort. Co.		09/09/2020	3,000,000.00	2,815,290.00	3,000,000.00	0.650	AAA	0.641	617	09/09/2025
3134GWB70	200009	Federal Home Loan Mort. Co.		09/15/2020	3,000,000.00	2,812,320.00	3,000,000.00	0.625	AAA	0.616	623	09/15/2025
3134GWL38	200013	Federal Home Loan Mort. Co.		09/15/2020	3,000,000.00	2,808,180.00	3,000,000.00	0.540	AAA	0.533	623	09/15/2025
3134GWJ98	200011	Federal Home Loan Mort. Co.		09/16/2020	3,000,000.00	2,805,540.00	3,000,000.00	0.520	AAA	0.513	624	09/16/2025
3134GWU61	200017	Federal Home Loan Mort. Co.		09/22/2020	3,000,000.00	2,805,090.00	3,000,000.00	0.520	AAA	0.513	630	09/22/2025
3130AK3Z7	200012	Federal Home Loan Banks		09/29/2020	3,000,000.00	2,805,420.00	3,000,000.00	0.570	AAA	0.562	637	09/29/2025
3136G43L5	200015	Federal Nat'l Mortgage Assoc.		09/30/2020	3,000,000.00	2,804,130.00	3,000,000.00	0.550	AAA	0.542	638	09/30/2025
3136G44F7	200016	Federal Nat'l Mortgage Assoc.		09/30/2020	3,000,000.00	2,804,130.00	3,000,000.00	0.550	AAA	0.542	638	09/30/2025
3134GWX43	200019	Federal Home Loan Mort. Co.		10/02/2020	3,000,000.00	2,800,590.00	3,000,000.00	0.550	AAA	0.542	640	10/02/2025
3134GWY26	200021	Federal Home Loan Mort. Co.		10/08/2020	3,000,000.00	2,799,750.00	3,000,000.00	0.570	AAA	0.562	646	10/08/2025
3133EMCP5	200022	Federal Farm Credit Bank		10/14/2020	3,000,000.00	2,795,490.00	2,998,800.00	0.520	AAA	0.533	652	10/14/2025
3134GWXX9	200020	Federal Home Loan Mort. Co.		10/15/2020	3,000,000.00	2,796,600.00	3,000,000.00	0.550	AAA	0.542	653	10/15/2025
3136G44U4	200024	Federal Nat'l Mortgage Assoc.		10/20/2020	3,000,000.00	2,792,520.00	3,000,000.00	0.500	AAA	0.493	658	10/20/2025

Portfolio POOL

RC

PM (PRF_PM2) 7.3.0

**Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2023**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3136G45C3	200025	Federal Nat'l Mortgage Assoc.		10/27/2020	3,000,000.00	2,792,430.00	3,000,000.00	0.540	AAA	0.533	665	10/27/2025
3134GWYZ3	200023	Federal Home Loan Mort. Co.		10/28/2020	3,000,000.00	2,791,590.00	3,000,000.00	0.530	AAA	0.523	666	10/28/2025
3133EMFS6	200028	Federal Farm Credit Bank		11/03/2020	3,000,000.00	2,795,070.00	3,000,000.00	0.460	AAA	0.454	672	11/03/2025
3135G06G3	200043	Federal Nat'l Mortgage Assoc.		02/23/2021	3,000,000.00	2,794,350.00	2,997,029.04	0.500	AAA	0.543	676	11/07/2025
3134GW6S0	200027	Federal Home Loan Mort. Co.		11/10/2020	3,000,000.00	2,791,470.00	3,000,000.00	0.610	AAA	0.602	679	11/10/2025
3135GA2X8	200029	Federal Nat'l Mortgage Assoc.		11/18/2020	3,000,000.00	2,785,860.00	3,000,000.00	0.550	AAA	0.542	687	11/18/2025
3130AWKM1	230017	Federal Home Loan Banks		12/08/2023	5,000,000.00	5,040,100.00	5,012,729.28	4.750	AAA	4.552	711	12/12/2025
3130AXVC9	230012	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,061,000.00	5,000,000.00	4.740	AAA	4.678	739	01/09/2026
3130AXVB1	230013	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,058,350.00	5,000,000.00	4.730	AAA	4.668	753	01/23/2026
3130ALB94	200041	Federal Home Loan Banks		02/26/2021	3,000,000.00	2,771,880.00	3,000,000.00	0.630	AAA	0.621	787	02/26/2026
3133EMSU7	200047	Federal Farm Credit Bank		03/09/2021	3,000,000.00	2,777,940.00	3,000,000.00	0.800	AAA	0.789	798	03/09/2026
3130ALDN1	200042	Federal Home Loan Banks		03/16/2021	3,000,000.00	2,776,050.00	3,000,000.00	0.800	AAA	0.789	805	03/16/2026
3130ALGB4	200044	Federal Home Loan Banks		03/17/2021	3,000,000.00	2,775,780.00	3,000,000.00	0.800	AAA	0.789	806	03/17/2026
3133EMUK6	200049	Federal Farm Credit Bank		03/25/2021	3,000,000.00	2,789,400.00	3,000,000.00	1.050	AAA	1.036	814	03/25/2026
3130ALS47	200048	Federal Home Loan Banks		04/07/2021	3,000,000.00	2,787,000.00	3,000,000.00	1.020	AAA	1.006	827	04/07/2026
3130ALTE4	200052	Federal Home Loan Banks		04/21/2021	3,000,000.00	2,782,200.00	3,000,000.00	1.000	AAA	0.986	841	04/21/2026
3130ALXV1	200055	Federal Home Loan Banks		04/22/2021	3,000,000.00	2,788,470.00	3,000,000.00	1.100	AAA	1.085	842	04/22/2026
3130AWLZ1	230014	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,062,650.00	5,005,710.41	4.750	AAA	4.636	893	06/12/2026
3130ANN48	210008	Federal Home Loan Banks		09/09/2021	5,000,000.00	4,578,950.00	5,000,000.00	1.000	AAA	0.986	982	09/09/2026
3130AXU63	230015	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,070,600.00	4,996,382.08	4.625	AAA	4.601	1,051	11/17/2026
3133EPG82	230019	Federal Farm Credit Bank		12/08/2023	5,000,000.00	5,048,350.00	5,027,419.44	5.060	AAA	4.828	1,065	12/01/2026
3133EPB38	230020	Federal Farm Credit Bank		12/08/2023	5,000,000.00	5,053,500.00	5,048,754.17	5.230	AAA	4.970	1,416	11/17/2027
3133EPN92	230024	Federal Farm Credit Bank		12/22/2023	5,000,000.00	5,001,050.00	5,000,000.00	4.860	AAA	4.793	1,451	12/22/2027
3134H1EK5	230005	Federal Home Loan Mort. Co.		10/11/2023	5,000,000.00	5,038,350.00	5,000,000.00	5.450	AAA	5.377	1,653	07/11/2028
3130AWTR1	230001	Federal Home Loan Banks		09/22/2023	5,000,000.00	5,092,200.00	4,962,416.67	4.375	AAA	4.613	1,712	09/08/2028
3133EPWK7	230002	Federal Farm Credit Bank		09/22/2023	5,000,000.00	5,130,100.00	4,966,900.00	4.500	AAA	4.586	1,726	09/22/2028
3134H1DS9	230004	Federal Home Loan Mort. Co.		09/28/2023	5,000,000.00	5,006,800.00	5,000,000.00	6.000	AAA	5.918	1,732	09/28/2028
3134H1DK6	230003	Federal Home Loan Mort. Co.		10/05/2023	5,000,000.00	5,000,400.00	5,000,000.00	6.150	AAA	6.066	1,739	10/05/2028
3130AXS58	230021	Federal Home Loan Banks		12/08/2023	5,000,000.00	5,056,300.00	5,045,381.94	5.150	AAA	4.953	1,778	11/13/2028
3130AY2L9	230022	Federal Home Loan Banks		12/12/2023	5,000,000.00	5,014,750.00	5,000,000.00	5.050	AAA	4.981	1,807	12/12/2028
3130AY3Z7	230023	Federal Home Loan Banks		12/18/2023	5,000,000.00	5,021,200.00	5,000,000.00	4.750	AAA	4.685	1,813	12/18/2028
Subtotal and Average			404,001,302.22		409,000,000.00	397,678,420.00	409,149,229.47			2.005	611	
LAIF - Local Agency Investment Pool												
SYS990001	990001	Local Agency Investment Fund		07/01/2023	0.00	0.00	0.00	1.970	N/R	1.943	1	
Subtotal and Average			0.00		0.00	0.00	0.00			0.000	0	

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2023

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Treasury Coupon Securities												
91282CBE0	210022	United States Treasury		10/18/2021	5,000,000.00	4,990,800.00	4,991,575.09	0.125	AAA	0.455	14	01/15/2024
9128285Z9	210032	United States Treasury		12/07/2021	5,000,000.00	4,988,500.00	5,046,009.16	2.500	AAA	0.648	30	01/31/2024
9128286G0	210037	United States Treasury		12/07/2021	5,000,000.00	4,976,450.00	5,041,354.90	2.375	AAA	0.690	59	02/29/2024
91282CBR1	210023	United States Treasury		10/18/2021	5,000,000.00	4,950,200.00	4,993,731.78	0.250	AAA	0.496	74	03/15/2024
91282CBR1	210033	United States Treasury		12/07/2021	5,000,000.00	4,950,200.00	4,988,851.40	0.250	AAA	0.692	74	03/15/2024
912828X70	210034	United States Treasury		12/07/2021	5,000,000.00	4,947,650.00	5,031,606.25	2.000	AAA	0.709	120	04/30/2024
91282CCC3	210019	United States Treasury		08/31/2021	5,000,000.00	4,910,150.00	4,997,841.28	0.250	AAA	0.332	135	05/15/2024
912828XT2	210020	United States Treasury		08/31/2021	5,000,000.00	4,933,400.00	5,041,366.95	2.000	AAA	0.335	151	05/31/2024
912828YH7	210010	United States Treasury		08/24/2021	5,000,000.00	4,874,400.00	5,053,124.31	1.500	AAA	0.425	273	09/30/2024
91282CDB4	210024	United States Treasury		10/18/2021	5,000,000.00	4,835,950.00	4,997,841.74	0.625	AAA	0.659	288	10/15/2024
91282CDB4	210036	United States Treasury		12/07/2021	5,000,000.00	4,835,950.00	4,988,896.96	0.625	AAA	0.838	288	10/15/2024
912828YM6	210011	United States Treasury		08/24/2021	5,000,000.00	4,864,450.00	5,052,077.96	1.500	AAA	0.445	304	10/31/2024
912828Z52	210013	United States Treasury		08/26/2021	5,000,000.00	4,824,050.00	5,062,619.93	1.375	AAA	0.526	396	01/31/2025
912828ZC7	210014	United States Treasury		08/26/2021	5,000,000.00	4,802,550.00	5,042,667.71	1.125	AAA	0.542	424	02/28/2025
912828ZL7	210015	United States Treasury		08/26/2021	5,000,000.00	4,731,650.00	4,984,408.16	0.375	AAA	0.578	485	04/30/2025
912828ZW3	210012	United States Treasury		08/24/2021	5,000,000.00	4,696,300.00	4,965,271.33	0.250	AAA	0.593	546	06/30/2025
91282CBC4	210044	United States Treasury		01/31/2022	5,000,000.00	4,633,800.00	4,859,030.81	0.375	AAA	0.000	730	12/31/2025
91282CBT7	210045	United States Treasury		01/31/2022	5,000,000.00	4,638,850.00	4,900,516.04	0.750	AAA	1.554	820	03/31/2026
91282CBW0	210016	United States Treasury		08/26/2021	5,000,000.00	4,625,800.00	4,998,331.38	0.750	AAA	0.754	850	04/30/2026
912828R36	210017	United States Treasury		08/26/2021	5,000,000.00	4,717,600.00	5,105,034.82	1.625	AAA	0.757	865	05/15/2026
91282CCJ8	210018	United States Treasury		08/26/2021	5,000,000.00	4,623,650.00	5,012,100.76	0.875	AAA	0.782	911	06/30/2026
91282CCP4	210046	United States Treasury		01/31/2022	5,000,000.00	4,579,900.00	4,858,160.78	0.625	AAA	1.586	942	07/31/2026
91282CCW9	210047	United States Treasury		01/31/2022	5,000,000.00	4,584,000.00	4,876,654.96	0.750	AAA	1.585	973	08/31/2026
91282CCZ2	210048	United States Treasury		01/31/2022	5,000,000.00	4,592,400.00	4,893,911.48	0.875	AAA	1.590	1,003	09/30/2026
Subtotal and Average			119,782,985.94		120,000,000.00	115,108,650.00	119,782,985.94			0.729	446	

Medium Term Notes

037833DM9	190020	Apple Inc		10/28/2019	2,000,000.00	1,957,520.00	1,999,424.99	1.800	Aaa	1.805	254	09/11/2024
037833EB2	200038	Apple Inc		02/08/2021	3,000,000.00	2,778,510.00	3,000,000.00	0.700	Aaa	0.690	769	02/08/2026
037833EB2	200046	Apple Inc		03/01/2021	2,000,000.00	1,852,340.00	1,989,556.56	0.700	Aaa	0.902	769	02/08/2026
037833BZ2	230018	Apple Inc		12/08/2023	3,000,000.00	2,859,570.00	2,869,526.67	2.450	Aaa	4.485	946	08/04/2026
037833DN7	210049	Apple Inc		04/05/2022	5,000,000.00	4,709,900.00	4,900,357.14	2.050	Aaa	2.722	984	09/11/2026
931142ER0	210043	Wal-Mart Stores		01/31/2022	5,000,000.00	4,594,050.00	4,894,171.67	1.050	Aa2	1.764	990	09/17/2026
002824BF6	230016	Abbott Laboratories		11/20/2023	5,000,000.00	4,926,200.00	4,853,456.88	3.750	Aa3	4.745	1,064	11/30/2026
594918BY9	230006	Microsoft Corp		10/02/2023	5,000,000.00	4,869,650.00	4,772,516.67	3.300	Aaa	4.892	1,132	02/06/2027
478160CP7	230007	JOHNSON & JOHNSON		10/02/2023	5,000,000.00	4,461,450.00	4,300,290.28	0.950	Aaa	4.882	1,339	09/01/2027
931142FB4	230008	Wal-Mart Stores		10/02/2023	5,000,000.00	4,946,000.00	4,778,973.67	3.900	Aa2	4.941	1,566	04/15/2028
931142EE9	230009	Wal-Mart Stores		10/02/2023	5,000,000.00	4,939,400.00	4,767,125.00	3.700	Aa2	4.803	1,638	06/28/2028

Portfolio POOL

RC

PM (PRF_PM2) 7.3.0

**Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2023**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Subtotal and Average			42,507,488.94		45,000,000.00	42,894,590.00	43,125,399.53			3.622	1,121	
BofW MMA Deposit Account												
SYS999993	999993	Bank of the West		07/01/2019	175,564,030.14	175,564,030.14	175,564,030.14	4.580	Aa2	4.517	1	
Subtotal and Average			145,054,583.56		175,564,030.14	175,564,030.14	175,564,030.14			4.517	1	
CAMP - California Asset Mgmt Progr												
999995	999995	California Asset Mgmt Program		01/27/2023	100,934,660.13	100,934,660.13	100,934,660.13	5.550		5.474	1,487	01/27/2028
Subtotal and Average			100,506,780.42		100,934,660.13	100,934,660.13	100,934,660.13			5.474	1,487	
Total and Average			811,853,141.07		850,498,690.27	832,180,350.27	848,556,305.21			2.839	592	



CENTRAL UNION SCHOOL DISTRICT

January 8, 2024

MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was held on Monday, January 8, 2024 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **5:30 p.m.** and adjourned into closed session at **5:30 p.m.** After the closed session the general open session was called to order at **6:02 p.m.** The meeting adjourned at **6:32 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda are available for public inspection and may be accessed under the Board Agenda and backup information housed on the District website at www.central.k12.ca.us.

CUSD Mission Statement ~

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. OPEN PUBLIC SESSION:

- a. Call to Order
- b. Roll Call
- c. Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease, Ceil Howe III and Sarah Strait were all present.

District Administration:

Tom Addington
Traci Fullerton
Jared Johnson
Karla Burgos-Rodriquez
Teresa Santamaria

Site Administration:

Akers: Heiko Sweeney, Darin Denney
Central: Anne Gonzales, David Pilcher
Neutra: Elizabeth Alvarado, Brittany Gately
Stratford: Christina Gonzales, Tara Taylor

Davinder Sidhu

All administration was present with the exception of Davinder Sidhu. CUSD Employee Associations' Representatives and others in attendance were in attendance.

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

If any visitor wishes to address the Board, the request form, entitled “*Request to Address the Board*” should be filled out as soon as possible. **Complete the form in its entirety and give it to the Superintendent.** Persons may speak to any item on the agenda when it comes up for discussion or persons may speak during the time designated, “Courtesy to Visitors.” Persons speaking to the board should understand that the Board invites your comments. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. Your input is important. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. Each address to the Board should not exceed five minutes in length with no more than thirty minutes per item.

3. PRESENTATION(S):

- a. CWDL, Certified Public Accountants - Annual Financial Report

4. DISTRICT REPORTS:

- a. Business Update provided
- b. Superintendent Update provided

ENROLLMENT	BEG. OF YEAR 2022-2023	BEG. OF YEAR 2023-24	December 2022-2023	December 2023-2024	Transfer Students From	TOTAL
AKERS	672	651	688	645	LESD	26
CENTRAL	226	227	246	217	HANFORD	4
NEUTRA	413	428	430	430	OTHER	4
STRATFORD	283	278	288	291	Intra-District	4
TOTAL	1594	1584	1652	1583	TOTAL	38

5. COURTESY TO VISITORS: None

6. CORRESPONDENCE AND BOARD INFORMATION:

- a. 2nd Quarterly Williams Compliance Report

- b. OLDCC Neutra Application Invitation for Public School Construction Funding

7. **CONSENT AGENDA:**

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

- a. Approved minutes of the organizational board meeting of December 11, 2023
- b. Approved separations:
 - i. 16-1/24
 - ii. 17-1/24
 - iii. 18-1/24
 - iv. 19-1/24
 - v. 20-1/24
 - vi. 21-1/24
- c. Approved Memorandum of Understanding with Kings County Office of Education re math intervention
- d. Approved Agreement with Tulare County Office of Education re updated ERS services
- e. Approved second amendment of the Memorandum of Understanding with Kings County Office of Education re ELPAC & CAASPP Training & Support

Approved items a) through e):

Motion: Ceil Howe, III

Seconded: Sarah Strait

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

Sarah Strait Vote: AYE

8. **OLD BUSINESS:**

- a. none

9. **NEW BUSINESS**

- a. No announcements were made from the closed session.
- b. Approved December 2023 District warrants

Motion: Dale Davidson

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

Sarah Strait Vote: AYE

- c. Approved December 2023 Fiscal Position Reports for General Fund and Cafeteria Fund

Motion: Ceil Howe, III

Seconded: Sarah Strait

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: AYE

- d. Approved Resolution #A-01-08-2024 District acceptance/adoption of the Audit Report for Year Ending June 30, 2023 from CWDL, Certified Public Accountants

Motion: Sarah Strait

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: AYE

- e. Approved Resolution #B-01-08-2024 Investment Policy and Investment Authority

Motion: Ceil Howe, III

Seconded: Sarah Strait

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: AYE

- f. Approved 2023 draft of Annual School Site Accountability Report Cards

Motion: Sarah Strait

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE
Sarah Strait Vote: AYE

10. BOARD MEMBER COMMENTS:

11. CLOSED SESSION:

The closed session of the Board of Trustees will be held to consider the following:

- a. Personnel (Gov. Code 54957)

Respectively submitted,

President

Clerk

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Sarah Strait

DATE February 5, 2024

Action/Consent:

Approval is sought for surplus of technology equipment. Please see the Attached list of equipment and reason for surplus.

**Warrant Register For Warrants
Dated 01/05/2024**

Warrant Number	Vendor Number	Vendor Name	Amount
12734580	725	PACIFIC GAS & ELECTRIC CO	\$5,206.23
12734581	4973	SHANLEY FARMS	\$1,018.90

Total Amount of All Warrants: \$6,225.13



District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	2	\$6,225.13
Credit Card Payments	0	
Grand Total for Payments Dated:	01/05/2024	\$6,225.13

Authorized Officer/Employee _____

Or

Board Members * _____

Inform

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register

For Payments Dated: 01/05/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12734580	725	PACIFIC GAS & ELECTRIC CC	PO - 27006	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$28.80
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$32.20
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$32.22
			PO - 27006	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$95.60
			PO - 27006	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$529.06
			PO - 27006	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$2,142.82
			PO - 27006	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	\$2,240.41
Total For Fund Number: 0100							\$5,206.23
Total Amount of Payment:							\$5,206.23
12734581	4973	SHANLEY FARMS	PV - 28829	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$411.50
			PV - 28828	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$607.40
Total For Fund Number: 0100							\$1,018.90
Total Amount of Payment:							\$1,018.90

Commercial Payment Register
For Payments Dated: 01/05/2024

District: 11 Central Union Elementary School District

Fund

0100

Total

\$6,225.13

Total # of Payments: 2

\$6,225.13

Total # of Payments: 2

Grand Total: \$ 6,225.13

Warrant Register For Warrants Dated 01/10/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12734898	4092	AMERICAN BUSINESS MACHINES	\$537.19
12734899	4926	CHEF'S DEAL RESTAURANT EQUIPMENT CO	\$22,049.17
12734900	879	SISC III	\$278,006.40
12734901	766	STANDARD LIFE INSURANCE	\$1,575.77
Total Amount of All Warrants:			\$302,168.53



District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

	Warrants	4	\$302,168.53
	Credit Card Payments	0	
Grand Total for Payments Dated:	01/10/2024		\$302,168.53

Authorized Officer/Employee

Or

Board Members *

Inform

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register

For Payments Dated: 01/10/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12734898	4092	AMERICAN BUSINESS MACH	PV - 28836	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 28837	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 28838	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 28839	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 28840	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 28841	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 28842	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PO - 27155	0100-1100-0-1110-2700-430000-525-00-0000	State Lottery	Materials and Supplies	\$256.31
			PO - 27103	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$80.44
			PO - 27103	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$95.44
Total For Fund Number: 0100							\$537.19
Total Amount of Payment:							\$537.19
12734899	4926	CHEF'S DEAL RESTAURANT 1	PO - 27247	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$3,131.01
			PO - 27247	0100-7032-0-0000-8500-640000-525-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Equipment	\$18,918.16
Total For Fund Number: 0100							\$22,049.17
Total Amount of Payment:							\$22,049.17
12734900	879	SISC III	PV - 28834	0100-0000-0-0000-7490-370200-122-00-0000	Unrestricted Resources	Retiree Benefits, classified	\$2,840.26
			PV - 28833	0100-0000-0-1110-1000-370100-122-00-0000	Unrestricted Resources	Retiree Benefits, certificated	\$29,085.04
			PV - 28831	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$231,745.90
			PV - 28832	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	\$7,311.20
Total For Fund Number: 0100							\$270,982.40
12734900	879	SISC III	PV - 28835	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$7,024.00
			Total For Fund Number: 1300				
Total Amount of Payment:							\$278,006.40
12734901	766	STANDARD LIFE INSURANCE	PV - 28830	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$1,482.47
			PV - 28830	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	\$46.65
Total For Fund Number: 0100							\$1,529.12
12734901	766	STANDARD LIFE INSURANCE	PV - 28830	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$46.65
			Total For Fund Number: 1300				
Total Amount of Payment:							\$1,575.77

Commercial Payment Register
For Payments Dated: 01/10/2024

District: 11 Central Union Elementary School District

Fund

0100

1300

Total

\$295,097.88

\$7,070.65

\$302,168.53

Total # of Payments: 4

Total # of Payments: 4

Grand Total: \$ 302,168.53

Warrant Register For Warrants Dated 01/12/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12734998	4862	AMAZON CAPITAL SERVICES INC	\$6,703.93
12734999	111	BILLINGSLEY TIRE INC	\$589.26
12735000	4833	JAMES BOCHMAN	\$58.95
12735001	1880	BRADY INDUSTRIES	\$1,673.10
12735002	4809	CAMFIL USA INC	\$3,327.08
12735003	1354	CAROLINA BIOLOGICAL SUPPLY	\$286.58
12735004	4920	ANDREW CASTILLO	\$107.16
12735005	1751	CDW-G	\$6,189.62
12735006	2661	DASSEL'S PETROLEUM	\$1,193.57
12735007	2864	DIGITECH INTEGRATION INC.	\$4,672.35
12735008	4595	EMS LINQ INC.	\$65.00
12735009	3342	ENFINITY	\$11,100.11
12735010	1875	ENVIROCLEAN	\$495.23
12735011	4974	FEDOR PLUMBING	\$420.00
12735012	1670	FIRST CLASS PEST CONTROL	\$214.00
12735013	1759	FLINN SCIENTIFIC INC	\$148.32
12735014	4976	SLOAN GOBLE	\$14.00
12735015	2241	ANNE GONZALES	\$21.04
12735016	4522	THE HORN SHOP	\$19,760.81
12735017	4942	IMPERIAL DADE	\$469.36
12735018	542	KINGS CO OFFICE OF EDUCATION	\$11,200.00
12735019	2722	KINGS CO SHERIFF DEPARTMENT	\$16,117.89
12735020	3005	LAWRENCE TRACTOR CO INC.	\$662.76
12735021	572	LEMOORE AUTO SUPPLY	\$237.97
12735022	575	LEMOORE HARDWARE	\$37.73
12735023	1937	MATSON ALARM CO INC	\$691.00
12735024	3537	MID VALLEY DISPOSAL	\$1,447.90
12735025	642	MILLER'S RENTALAND INC.	\$75.00
12735026	4975	REPTILE RON ANIMAL PRESENTATIONS INC	\$700.00
12735027	4567	SYLVIA RIOS	\$199.66
12735028	3893	SHERWIN-WILLIAMS CO.	\$96.43
12735029	882	SMART & FINAL	\$571.34
12735030	4469	NICKOLAS STARNE	\$86.20
12735031	914	STONEYS SAND & GRAVEL LLC	\$366.00
12735032	915	STRATFORD AUTO SUPPLY	\$46.94
12735033	916	STRATFORD PUBLIC UTILITY DIST	\$3,659.21
12735034	4760	DAVID TOSTE	\$55.15
12735035	958	TULARE COUNTY OFFICE OF ED	\$75.00
12735036	1013	WEST VALLEY SUPPLY	\$536.55

Total Amount of All Warrants:

\$94,372.20



District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

	Warrants	39	\$94,372.20
	Credit Card Payments	0	
Grand Total for Payments Dated:	01/12/2024		\$94,372.20

Authorized Officer/Employee

Injanna

Or

Board Members *

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register

For Payments Dated: 01/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12734998	4862	AMAZON CAPITAL SERVICES	PO - 27518	0100-0000-0-1110-2495-430000-525-31-0201	Unrestricted Resources	Materials and Supplies	\$316.33
			PO - 27568	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$139.37
			PO - 27569	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$278.83
			PO - 27565	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$142.64
			PO - 27565	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$635.98
			PO - 27556	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$964.71
			PO - 27565	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$36.44
			PO - 27565	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$64.34
			CM - 27050	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	-\$46.31
			PO - 27572	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$37.52
			PO - 27557	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$46.31
			PO - 27557	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$55.75
			PO - 27557	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$60.05
			PO - 27572	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$45.03
			PO - 27557	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$26.79
			PO - 27524	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$32.24
			PO - 27524	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$30.82
			CM - 27051	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	-\$5.86
			CM - 27052	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	-\$0.02
			CM - 27053	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	-\$5.36
			PO - 27525	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$11.70
			PO - 27525	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$11.70
			PO - 27572	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$22.93
			PO - 27539	0100-1100-0-1110-2700-430000-222-00-0000	State Lottery	Materials and Supplies	\$17.15
			PO - 27572	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$15.00
			PO - 27572	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$20.37
			PO - 27560	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$117.96
			PO - 27572	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$139.21
			PO - 27570	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$202.41
			PO - 27578	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$126.08
			PO - 27571	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$141.89
			PO - 27583	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$36.49
			PO - 27525	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$93.61
			PO - 27539	0100-1100-0-1110-2700-430000-222-00-0000	State Lottery	Materials and Supplies	\$111.52

Commercial Payment Register For Payments Dated: 01/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12734998	4862	AMAZON CAPITAL SERVICES	PO - 27525	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$96.42
			PO - 27584	0100-3010-0-1110-1000-430001-525-55-0302	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$95.99
			PO - 27584	0100-3010-0-1110-1000-430001-525-55-0302	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$111.54
			PO - 27582	0100-3010-0-1110-1000-430001-525-55-0302	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$50.35
			PO - 27582	0100-3010-0-1110-1000-430001-525-55-0302	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$151.05
			PO - 27584	0100-3010-0-1110-1000-430001-525-55-0302	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$265.28
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$171.39
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$96.46
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$96.94
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$111.67
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$51.48
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$10.70
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$25.68
			PO - 27520	0100-3213-0-1110-1000-430000-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	\$59.95
			PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$41.63
			PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$41.63
			PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$25.83
			PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$20.26
			PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$20.26
			PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$17.08

Commercial Payment Register For Payments Dated: 01/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12734998	4862	AMAZON CAPITAL SERVICES	PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$17.08
			PO - 27550	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	\$25.83
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$191.97
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$224.03
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$42.88
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$47.08
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$66.50
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.01
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$19.65
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$15.00
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.86
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$8.57
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.32
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$10.76
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.64
			PO - 27561	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$10.71
			PO - 27532	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$22.51
Total For Fund Number: 0100							<u>\$6,240.61</u>
12734998	4862	AMAZON CAPITAL SERVICES	PO - 27567	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$120.21
			PO - 27567	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$343.11
Total For Fund Number: 1300							<u>\$463.32</u>
Total Amount of Payment:							<u>\$6,703.93</u>
12734999	111	BILLINGSLEY TIRE INC	PV - 28843	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$559.76
			PO - 27084	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$29.50
Total For Fund Number: 0100							<u>\$589.26</u>
Total Amount of Payment:							<u>\$589.26</u>
12735000	4833	BOCHMAN, JAMES	PV - 28861	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	\$58.95
Total For Fund Number: 0100							<u>\$58.95</u>
Total Amount of Payment:							<u>\$58.95</u>
12735001	1880	BRADY INDUSTRIES	PO - 27081	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$278.85
			PO - 27081	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$278.85
			PO - 27081	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$278.85
			PO - 27081	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$836.55
Total For Fund Number: 0100							<u>\$1,673.10</u>
Total Amount of Payment:							<u>\$1,673.10</u>

Commercial Payment Register For Payments Dated: 01/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12735002	4809	CAMFIL USA INC	PV - 28851	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$611.82
			PV - 28852	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$185.74
			PV - 28850	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$193.03
			PV - 28853	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$2,336.49
Total For Fund Number: 0100							\$3,327.08
Total Amount of Payment:							\$3,327.08
12735003	1354	CAROLINA BIOLOGICAL SUP	PO - 27491	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$286.58
			Total For Fund Number: 0100				
Total Amount of Payment:							\$286.58
12735004	4920	CASTILLO, ANDREW	PV - 28844	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$107.16
			Total For Fund Number: 0100				
Total Amount of Payment:							\$107.16
12735005	1751	CDW-G	PO - 27622	0100-0050-0-0000-7700-440000-121-00-0000	Classroom Standards	Equipment-Non Depreciated	\$3,807.56
			PO - 27622	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$194.44
			PO - 27622	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$2,187.62
Total For Fund Number: 0100							\$6,189.62
Total Amount of Payment:							\$6,189.62
12735006	2661	DASSEL'S PETROLEUM	PO - 27459	0100-8150-0-0000-8100-430010-120-00-0000	Ongoing & Major Maint. Acct.	Matl & Suppl. -Gasoline/Diesel Fuel	\$1,193.57
			Total For Fund Number: 0100				
Total Amount of Payment:							\$1,193.57
12735007	2864	DIGITECH INTEGRATION INC	PO - 27479	0100-0097-0-0000-7600-440000-107-00-0000	Safety Credits	Equipment-Non Depreciated	\$4,672.35
			Total For Fund Number: 0100				
Total Amount of Payment:							\$4,672.35
12735008	4595	EMS LINQ INC.	PO - 27632	1300-5310-0-0000-3700-580011-000-00-0000	Child Nutrition - School Programs	Software License Renewals	\$65.00
			Total For Fund Number: 1300				
Total Amount of Payment:							\$65.00
12735009	3342	ENFINITY	PO - 27010	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	\$3,055.28
			PO - 27010	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$3,636.63
			PO - 27010	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$4,408.20
Total For Fund Number: 0100							\$11,100.11
Total Amount of Payment:							\$11,100.11
12735010	1875	ENVIROCLEAN	PO - 27077	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$123.81
			PO - 27077	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$123.80
			PO - 27077	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$123.81
			PO - 27077	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$123.81

Commercial Payment Register
For Payments Dated: 01/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$495.23
Total Amount of Payment:							\$495.23
12735011	4974	FEDOR PLUMBING	PV - 28854	0100-8150-0-0000-8100-560009-525-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$420.00
Total For Fund Number: 0100							\$420.00
Total Amount of Payment:							\$420.00
12735012	1670	FIRST CLASS PEST CONTROL	PO - 27239	0100-0000-0-1110-8200-550070-323-00-0000	Unrestricted Resources	Pest Control	\$52.00
			PO - 27239	0100-0000-0-0000-8200-550070-121-00-0000	Unrestricted Resources	Pest Control	\$60.00
			PO - 27239	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	\$52.00
			PO - 27239	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	\$50.00
Total For Fund Number: 0100							\$214.00
Total Amount of Payment:							\$214.00
12735013	1759	FLINN SCIENTIFIC INC	PO - 27605	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$148.32
Total For Fund Number: 0100							\$148.32
Total Amount of Payment:							\$148.32
12735014	4976	GOBLE, SLOAN	PV - 28862	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
Total For Fund Number: 0100							\$14.00
Total Amount of Payment:							\$14.00
12735015	2241	GONZALES, ANNE	PV - 28855	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$21.04
Total For Fund Number: 0100							\$21.04
Total Amount of Payment:							\$21.04
12735016	4522	HORN SHOP, THE	PO - 27484	0100-6762-0-1156-1000-430001-222-39-0000	Arts, Music, & Instructional Materials Discretionary Block Grant	Instructional Materials/Classroom	\$19,760.81
Total For Fund Number: 0100							\$19,760.81
Total Amount of Payment:							\$19,760.81
12735017	4942	IMPERIAL DADE	PO - 27231	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$469.36
Total For Fund Number: 1300							\$469.36
Total Amount of Payment:							\$469.36
12735018	542	KINGS CO OFFICE OF EDUCATION	PO - 27633	0100-0050-0-0000-7700-580004-121-00-0000	Classroom Standards	Contract w/County Schools	\$8,400.00
			PO - 27633	0100-0050-0-0000-7700-580004-121-00-0000	Classroom Standards	Contract w/County Schools	\$2,800.00
Total For Fund Number: 0100							\$11,200.00
Total Amount of Payment:							\$11,200.00
12735019	2722	KINGS CO SHERIFF DEPARTMENT	PO - 27480	0100-0000-0-1110-3130-580090-121-31-0203	Unrestricted Resources	Prof. Serv. & Oper - Safety	\$16,117.89
Total For Fund Number: 0100							\$16,117.89
Total Amount of Payment:							\$16,117.89
12735020	3005	LAWRENCE TRACTOR COMPANY	PO - 27064	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$662.76
Total For Fund Number: 0100							\$662.76

Commercial Payment Register For Payments Dated: 01/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							<u>\$662.76</u>
12735021	572	LEMOORE AUTO SUPPLY	PO - 27063	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$147.76
			PO - 27063	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$28.40
			PO - 27063	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$29.40
			PO - 27063	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$32.41
Total For Fund Number: 0100							<u>\$237.97</u>
Total Amount of Payment:							<u>\$237.97</u>
12735022	575	LEMOORE HARDWARE	PO - 27062	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$32.15
			PO - 27062	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$5.58
Total For Fund Number: 0100							<u>\$37.73</u>
Total Amount of Payment:							<u>\$37.73</u>
12735023	1937	MATSON ALARM CO INC	PO - 27009	0100-0000-0-1110-8200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$186.57
			PO - 27009	0100-0000-0-1110-8200-580000-525-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$241.85
			PO - 27009	0100-0000-0-1110-8200-580000-323-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$262.58
Total For Fund Number: 0100							<u>\$691.00</u>
Total Amount of Payment:							<u>\$691.00</u>
12735024	3537	MID VALLEY DISPOSAL	PO - 27008	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$145.64
			PO - 27008	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$719.70
			PO - 27008	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$582.56
Total For Fund Number: 0100							<u>\$1,447.90</u>
Total Amount of Payment:							<u>\$1,447.90</u>
12735025	642	MILLER'S RENTALAND INC.	PV - 28856	0100-8150-0-0000-8100-560000-120-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	\$75.00
Total For Fund Number: 0100							<u>\$75.00</u>
Total Amount of Payment:							<u>\$75.00</u>
12735026	4975	REPTILE RON ANIMAL PRESI	PV - 28857	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	\$700.00
Total For Fund Number: 0100							<u>\$700.00</u>
Total Amount of Payment:							<u>\$700.00</u>
12735027	4567	RIOS, SYLVIA	PV - 28858	0100-2600-0-0000-3700-520003-121-00-0000	Expanded Learning Opportunities Program	Mileage-Other	\$46.90
Total For Fund Number: 0100							<u>\$46.90</u>
12735027	4567	RIOS, SYLVIA	PV - 28860	1300-5310-0-0000-3700-520000-000-00-0000	Child Nutrition - School Programs	Travel and Conferences	\$108.15
			PV - 28859	1300-5310-0-0000-3700-520003-000-00-0000	Child Nutrition - School Programs	Mileage-Other	\$44.61
Total For Fund Number: 1300							<u>\$152.76</u>
Total Amount of Payment:							<u>\$199.66</u>

Commercial Payment Register For Payments Dated: 01/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12735028	3893	SHERWIN-WILLIAMS CO.	PO - 27055	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$96.43
Total For Fund Number: 0100							\$96.43
Total Amount of Payment:							\$96.43
12735029	882	SMART & FINAL	PV - 28845	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$571.34
Total For Fund Number: 0100							\$571.34
Total Amount of Payment:							\$571.34
12735030	4469	STARNE, NICKOLAS	PV - 28846	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$86.20
Total For Fund Number: 0100							\$86.20
Total Amount of Payment:							\$86.20
12735031	914	STONEYS SAND & GRAVEL I	PO - 27054	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$366.00
Total For Fund Number: 0100							\$366.00
Total Amount of Payment:							\$366.00
12735032	915	STRATFORD AUTO SUPPLY	PO - 27053	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$46.94
Total For Fund Number: 0100							\$46.94
Total Amount of Payment:							\$46.94
12735033	916	STRATFORD PUBLIC UTILITY	PO - 27004	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	\$1,775.61
			PO - 27004	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	\$941.80
			PO - 27004	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	\$941.80
Total For Fund Number: 0100							\$3,659.21
Total Amount of Payment:							\$3,659.21
12735034	4760	TOSTE, DAVID	PV - 28847	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$55.15
Total For Fund Number: 0100							\$55.15
Total Amount of Payment:							\$55.15
12735035	958	TULARE COUNTY OFFICE OF	PV - 28848	0100-1100-0-1110-1000-520000-323-00-0000	State Lottery	Travel and Conferences	\$75.00
Total For Fund Number: 0100							\$75.00
Total Amount of Payment:							\$75.00
12735036	1013	WEST VALLEY SUPPLY	PO - 27052	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$166.59
			PO - 27052	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$301.54
			PO - 27052	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$37.45
			PO - 27052	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.62
			PO - 27052	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$21.35
Total For Fund Number: 0100							\$536.55
Total Amount of Payment:							\$536.55

Commercial Payment Register
For Payments Dated: 01/12/2024

District: 11 Central Union Elementary School District

Fund

0100

1300

Total

\$93,221.76

\$1,150.44

\$94,372.20

Total # of Payments: 39

Total # of Payments: 39

Grand Total: \$ 94,372.20

Warrant Register For Warrants Dated 01/17/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12735450	63	AT&T	\$46.73
12735451	2703	AT&T	\$2,991.54
12735452	65	ATKINSON ANDELSON LOYA & RUDD	\$496.13
12735453	4426	BIMBO BAKERIES USA INC	\$494.52
12735454	4809	CAMFIL USA INC	\$1,636.81
12735455	4314	CANON FINANCIAL SERVICES INC	\$2,724.77
12735456	4965	CENTRAL VALLEY STEEL STRUCTURES LLC	\$200.00
12735457	401	GOLD STAR FOODS INC.	\$2,947.24
12735458	4358	HOME DEPOT PRO	\$1,442.55
12735459	542	KINGS CO OFFICE OF EDUCATION	\$50.00
12735460	720	ORIENTAL TRADING COMPANY	\$113.30
12735461	761	PRODUCERS DAIRY	\$4,597.24

Total Amount of All Warrants:

\$17,740.83



District Name: **Central Union Elementary School District**

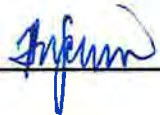
As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

	Warrants	12	\$17,740.83
	Credit Card Payments	0	
Grand Total for Payments Dated:	01/17/2024		\$17,740.83

Authorized Officer/Employee

Or

Board Members *



* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register
For Payments Dated: 01/17/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12735450	63	AT&T	PO - 27014	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$46.73
Total For Fund Number: 0100							\$46.73
Total Amount of Payment:							\$46.73
12735451	2703	AT&T	PO - 27013	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	\$548.93
			PO - 27013	0100-0000-0-1110-8200-590010-323-00-0000	Unrestricted Resources	Communications - Telephone	\$824.61
			PO - 27013	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	\$958.22
			PO - 27013	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$659.78
Total For Fund Number: 0100							\$2,991.54
Total Amount of Payment:							\$2,991.54
12735452	65	ATKINSON ANDELSON LOYA	PV - 28882	0100-6500-0-5760-1110-580010-121-00-0000	Special Education	Prof. Serv & Oper. Exp.- Legal	\$496.13
Total For Fund Number: 0100							\$496.13
Total Amount of Payment:							\$496.13
12735453	4426	BIMBO BAKERIES USA INC	PV - 28879	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$32.40
			PV - 28881	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$55.50
			PV - 28880	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$196.77
			PV - 28878	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$38.85
			PV - 28877	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$171.00
Total For Fund Number: 1300							\$494.52
Total Amount of Payment:							\$494.52
12735454	4809	CAMFIL USA INC	PV - 28863	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$947.27
			PV - 28864	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$689.54
Total For Fund Number: 0100							\$1,636.81
Total Amount of Payment:							\$1,636.81
12735455	4314	CANON FINANCIAL SERVICE	PO - 27299	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$162.71
			PO - 27299	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$1,281.03
			PO - 27299	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$1,281.03
Total For Fund Number: 0100							\$2,724.77
Total Amount of Payment:							\$2,724.77
12735456	4965	CENTRAL VALLEY STEEL ST.	PO - 27554	0100-7032-0-0000-8500-620000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Buildings and Improvement of Buildings	\$200.00
Total For Fund Number: 0100							\$200.00
Total Amount of Payment:							\$200.00
12735457	401	GOLD STAR FOODS INC.	PV - 28870	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$426.33
			PV - 28875	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$231.66

Commercial Payment Register

For Payments Dated: 01/17/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12735457	401	GOLD STAR FOODS INC.	PV - 28872	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$251.90
			PV - 28876	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$258.91
			PV - 28871	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$330.92
			PV - 28874	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$531.82
			PV - 28873	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$856.01
			PO - 27232	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$52.25
			PO - 27232	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$7.44
Total For Fund Number: 1300							\$2,947.24
Total Amount of Payment:							\$2,947.24
12735458	4358	HOME DEPOT PRO	CM - 27055	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	-\$9.72
			PV - 28865	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$36.66
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$131.15
			PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$7.48
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$13.28
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$28.53
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$38.02
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$38.44
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$47.02
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$42.79
			PV - 28866	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$128.53
			PV - 28868	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$153.32
			PV - 28869	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$386.10
			PV - 28867	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$400.95
			Total For Fund Number: 0100				
Total Amount of Payment:							\$1,442.55
12735459	542	KINGS CO OFFICE OF EDUCA	PO - 27466	0100-0000-0-0000-2110-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$50.00
Total For Fund Number: 0100							\$50.00
Total Amount of Payment:							\$50.00
12735460	720	ORIENTAL TRADING COMPA	PO - 27618	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$113.30
Total For Fund Number: 0100							\$113.30
Total Amount of Payment:							\$113.30
12735461	761	PRODUCERS DAIRY	PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$228.50
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$667.89
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$695.62
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$105.44

Commercial Payment Register For Payments Dated: 01/17/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
1273546I	76I	PRODUCERS DAIRY	PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$87.87
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$175.76
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$574.66
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$145.71
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$246.07
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$246.08
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$281.22
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$281.23
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$316.36
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$421.81
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$123.02
Total For Fund Number: 1300							\$4,597.24
Total Amount of Payment:							\$4,597.24

Commercial Payment Register
For Payments Dated: 01/17/2024

District: 11 Central Union Elementary School District

Fund

0100

1300

Total

\$9,701.83

\$8,039.00

\$17,740.83

Total # of Payments: 12

Total # of Payments: 12

Grand Total: \$ 17,740.83

Warrant Register For Warrants Dated 01/19/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12735518	4230	JOEL ALVARADO	\$11.76
12735519	4092	AMERICAN BUSINESS MACHINES	\$15.00
12735520	2789	LAURIE ANDERSON	\$100.34
12735521	51	APPLE COMPUTER INC	\$1,856.56
12735522	4568	ARAMARK UNIFORM & CAREER APPAREL GR	\$2,992.60
12735523	3244	FASTENAL COMPANY	\$14.09
12735524	4739	FOOD 4 THOUGHT LLC	\$2,207.59
12735525	2241	ANNE GONZALES	\$226.07
12735526	4358	HOME DEPOT PRO	\$414.92
12735527	542	KINGS CO OFFICE OF EDUCATION	\$128,750.00
12735528	552	KINGS WASTE & RECYCLING AUTHRTY	\$411.67
12735529	2952	CARLOS C. LERMA	\$1.00
12735530	4972	LEXIA LEARNING SYSTEMS LLC	\$14,600.00
12735531	4839	BIANCA LOPEZ	\$7.20
12735532	598	LOZANO SMITH	\$2,686.00
12735533	616	ALICIA MARTELLA	\$15.44
12735534	4208	DAVID PILCHER	\$272.44
12735535	4966	LEANNE ROSSITER	\$1,700.00
12735536	886	SO. CALIF.GAS CO	\$10,966.63
12735537	926	SYSCO FOOD SERVICES OF MODESTO	\$4,822.53
12735538	1593	VERIZON WIRELESS	\$337.16
12735539	3450	VINCENT COMMUNICATIONS INC	\$455.57

Total Amount of All Warrants:

\$172,864.57



District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

	Warrants	22	\$172,864.57
	Credit Card Payments	0	
Grand Total for Payments Dated:	01/19/2024		\$172,864.57

Authorized Officer/Employee



Or

Board Members *

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register

For Payments Dated: 01/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12735518	4230	ALVARADO, JOEL	PV - 28887	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	\$11.76
Total For Fund Number: 0100							<u>\$11.76</u>
Total Amount of Payment:							<u>\$11.76</u>
12735519	4092	AMERICAN BUSINESS MACH	PV - 28899	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
Total For Fund Number: 0100							<u>\$15.00</u>
Total Amount of Payment:							<u>\$15.00</u>
12735520	2789	ANDERSON, LAURIE	PV - 28890	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	\$100.34
Total For Fund Number: 0100							<u>\$100.34</u>
Total Amount of Payment:							<u>\$100.34</u>
12735521	51	APPLE COMPUTER INC	PO - 27627	0100-0050-0-0000-7700-440000-121-00-0000	Classroom Standards	Equipment-Non Depreciated	\$1,856.56
Total For Fund Number: 0100							<u>\$1,856.56</u>
Total Amount of Payment:							<u>\$1,856.56</u>
12735522	4568	ARAMARK UNIFORM & CAR	PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$5.65
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$5.65
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$5.65
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$25.50
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$25.50
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$25.50
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$25.50
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$25.50
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$5.65
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.79
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.79
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$55.09
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$55.09
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$55.09
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$68.17
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$68.17

Commercial Payment Register
For Payments Dated: 01/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12735522	4568	ARAMARK UNIFORM & CAR	PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.79
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.79
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$74.97
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$86.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$100.69
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$100.69
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$90.83
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$90.83
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$90.83
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$90.83
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$82.52
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$84.71
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$84.71
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$86.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$124.17
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$124.17
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$124.17

Commercial Payment Register

For Payments Dated: 01/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12735522	4568	ARAMARK UNIFORM & CAR	PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$124.17
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$39.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$39.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$39.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$39.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$70.09
					Total For Fund Number: 0100		\$2,992.60
					Total Amount of Payment:		\$2,992.60
12735523	3244	FASTENAL COMPANY	PO - 27076	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint Acct	Maintenance Supplies	\$14.09
					Total For Fund Number: 0100		\$14.09
					Total Amount of Payment:		\$14.09
12735524	4739	FOOD 4 THOUGHT LLC	PV - 28895	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$594.75
			PV - 28896	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$222.95
			PV - 28898	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$275.45
			PV - 28897	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$407.30
			PV - 28894	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	\$545.32
					Total For Fund Number: 0100		\$2,045.77
12735524	4739	FOOD 4 THOUGHT LLC	PO - 27230	1300-5466-0-0000-3700-470000-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food	\$161.82
					Total For Fund Number: 1300		\$161.82
					Total Amount of Payment:		\$2,207.59
12735525	2241	GONZALES, ANNE	PV - 28892	0100-0000-0-1110-2495-430000-323-31-0201	Unrestricted Resources	Materials and Supplies	\$45.00
			PV - 28891	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$181.07
					Total For Fund Number: 0100		\$226.07
					Total Amount of Payment:		\$226.07
12735526	4358	HOME DEPOT PRO	PO - 27071	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint Acct	Maintenance Supplies	\$9.78
			PV - 28883	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint Acct	Maintenance Supplies	\$38.55
			PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint Acct	Maintenance Supplies	\$366.59

Commercial Payment Register

For Payments Dated: 01/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$414.92
Total Amount of Payment:							\$414.92
12735527	542	KINGS CO OFFICE OF EDUCATION	PO - 27186	0100-2600-0-1110-1000-580004-525-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	\$15,000.00
			PO - 27185	0100-2600-0-1110-1000-580004-323-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	\$22,500.00
			PO - 27187	0100-2600-0-1110-1000-580004-424-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	\$42,500.00
			PO - 27041	0100-2600-0-1110-1000-580004-525-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	\$48,750.00
Total For Fund Number: 0100							\$128,750.00
Total Amount of Payment:							\$128,750.00
12735528	552	KINGS WASTE & RECYCLING	PO - 27066	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$27.60
			PO - 27066	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$12.00
			PO - 27066	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$32.40
			PO - 27066	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$42.80
			PV - 28902	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$175.00
			PV - 28901	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$21.45
			PO - 27066	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$47.50
			PO - 27066	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$52.92
Total For Fund Number: 0100							\$411.67
Total Amount of Payment:							\$411.67
12735529	2952	LERMA, CARLOS C.	PV - 28884	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	\$1.00
Total For Fund Number: 0100							\$1.00
Total Amount of Payment:							\$1.00
12735530	4972	LEXIA LEARNING SYSTEMS	PO - 27601	0100-7210-0-1110-1000-580011-323-00-0000	American Indian Education	Software License Renewals	\$14,600.00
Total For Fund Number: 0100							\$14,600.00
Total Amount of Payment:							\$14,600.00
12735531	4839	LOPEZ, BIANCA	PV - 28888	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	\$7.20
Total For Fund Number: 0100							\$7.20
Total Amount of Payment:							\$7.20
12735532	598	LOZANO SMITH	PO - 27025	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$2,686.00
Total For Fund Number: 0100							\$2,686.00
Total Amount of Payment:							\$2,686.00
12735533	616	MARTELLA, ALICIA	PV - 28885	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	\$15.44

Commercial Payment Register

For Payments Dated: 01/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$15.44
Total Amount of Payment:							\$15.44
12735534	4208	PILCHER, DAVID	PV - 28886	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	\$272.44
Total For Fund Number: 0100							\$272.44
Total Amount of Payment:							\$272.44
12735535	4966	ROSSITER, LEANNE	PO - 27555	0100-3213-0-0000-7410-580000-424-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$1,700.00
Total For Fund Number: 0100							\$1,700.00
Total Amount of Payment:							\$1,700.00
12735536	886	SO. CALIF.GAS CO	PO - 27005	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	\$1,334.83
			PO - 27005	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$1,379.68
			PO - 27005	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$464.74
			PO - 27005	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$132.44
			PO - 27005	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	\$160.72
			PO - 27005	0100-0000-0-1110-8200-550010-424-00-0000	Unrestricted Resources	Gas	\$2,846.56
			PO - 27005	0100-0000-0-1110-8200-550010-222-00-0000	Unrestricted Resources	Gas	\$4,647.66
Total For Fund Number: 0100							\$10,966.63
Total Amount of Payment:							\$10,966.63
12735537	926	SYSCO FOOD SERVICES OF M	PV - 28893	0100-2600-0-0000-3700-430000-000-00-0000	Expanded Learning Opportunities Program	Materials and Supplies	\$711.05
Total For Fund Number: 0100							\$711.05
12735537	926	SYSCO FOOD SERVICES OF M	PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$524.00
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$1,030.77
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$2,117.40
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$241.74
			PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$166.70
			PO - 27233	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$30.87
Total For Fund Number: 1300							\$4,111.48
Total Amount of Payment:							\$4,822.53
12735538	1593	VERIZON WIRELESS	PO - 27003	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$252.11
			PO - 27003	0100-8150-0-0000-8100-590010-120-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$83.76
			PO - 27003	0100-8150-0-0000-8100-590010-424-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$1.29
Total For Fund Number: 0100							\$337.16
Total Amount of Payment:							\$337.16
12735539	3450	VINCENT COMMUNICATIONS	PV - 28889	0100-0097-0-0000-7600-560000-107-00-0000	Safety Credits	Rentals, Leases, Repairs and Noncapitalized Improvements	\$455.57
Total For Fund Number: 0100							\$455.57

Commercial Payment Register

For Payments Dated: 01/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							<u>\$455.57</u>

Commercial Payment Register
For Payments Dated: 01/19/2024

District: 11 Central Union Elementary School District

Fund

0100

1300

Total

\$168,591.27

\$4,273.30

Total # of Payments: 22

\$172,864.57

Total # of Payments: 22

Grand Total: \$ 172,864.57

Warrant Register For Warrants Dated 01/24/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12735955	712	OFFICE DEPOT INC	\$4,904.98
12735956	3259	PURCHASE POWER	\$5,000.00

Total Amount of All Warrants:

\$9,904.98



District Name: **Central Union Elementary School District**


As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	2	\$9,904.98
Credit Card Payments	0	
Grand Total for Payments Dated:	01/24/2024	\$9,904.98

Authorized Officer/Employee

Or

Board Members *



* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register

For Payments Dated: 01/24/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12735955	712	OFFICE DEPOT INC	PO - 27597	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$27.86
			PO - 27597	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$32.16
			PO - 27597	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$126.59
			PO - 27594	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$1,672.67
			PO - 27617	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$57.62
			PO - 27586	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$76.61
			PO - 27603	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$55.98
			PO - 27599	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$218.44
			CM - 27056	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	-\$10.04
			PO - 27564	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$10.04
			PO - 27587	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$22.91
			PO - 27564	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$54.56
			PO - 27585	0100-3010-0-1110-1000-430001-525-55-0302	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$1,629.77
			PO - 27598	0100-6762-0-1133-1000-430001-525-39-0000	Arts, Music, & Instructional Materials Discretionary Block Grant	Instructional Materials/Classroom	\$860.15
			PO - 27598	0100-6762-0-1133-1000-430001-525-39-0000	Arts, Music, & Instructional Materials Discretionary Block Grant	Instructional Materials/Classroom	\$69.66
Total For Fund Number: 0100							\$4,904.98
Total Amount of Payment:							\$4,904.98
12735956	3259	PURCHASE POWER	PO - 27215	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$5,000.00
Total For Fund Number: 0100							\$5,000.00
Total Amount of Payment:							\$5,000.00

Commercial Payment Register

For Payments Dated: 01/24/2024

District: 11 Central Union Elementary School District

Fund

0100

Total

\$9,904.98

Total # of Payments: 2

\$9,904.98

Total # of Payments: 2

Grand Total: \$ 9,904.98

Warrant Register For Warrants Dated 01/26/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12736027	4862	AMAZON CAPITAL SERVICES INC	\$5,634.25
12736028	2796	AT&T	\$1,040.93
12736029	65	ATKINSON ANDELSON LOYA & RUDD	\$165.38
12736030	4666	BRAD'S HANFORD SMOG-N-TUNE	\$483.75
12736031	4314	CANON FINANCIAL SERVICES INC	\$4,601.28
12736032	4580	TAYLOR CONOVER	\$139.98
12736033	2661	DASSEL'S PETROLEUM	\$2,079.10
12736034	4154	DOCUMENT TRACKING SERVICE LLC	\$1,725.00
12736035	4840	EMCOR SERVICES MESA ENERGY	\$128,298.78
12736036	337	EMPLOYMENT DEVELOPMENT DEPT	\$2,758.94
12736037	4978	FIRE SYSTEM SOLUTIONS INC	\$1,155.00
12736038	4719	COLLEEN GODDARD	\$118.74
12736039	2726	ANGELA HANSON	\$1.75
12736040	1230	LAURIE HEATON	\$13.00
12736041	473	HOME DEPOT	\$3,891.23
12736042	4358	HOME DEPOT PRO	\$419.19
12736043	4773	INFINITY POWER SOLUTIONS INC	\$250.00
12736044	4977	LLC L & H Airco	\$2,477.82
12736045	4839	BIANCA LOPEZ	\$56.28
12736046	2886	LOWE'S	\$888.42
12736047	4979	MEGAN J MASSARI	\$40.14
12736048	1550	KARLA OROSCO	\$233.13
12736049	4208	DAVID PILCHER	\$556.82
12736050	4948	KARLA RODRIGUEZ	\$328.77
12736051	3984	US BANK (ADDINGTON)	\$700.00
12736052	3986	US BANK (FULLERTON)	\$1,912.01
12736053	3985	US BANK (SANTAMARIA)	\$321.99
12736054	4204	VANIR CONSTRUCTION MANAGEMENT INC.	\$101,829.79

Total Amount of All Warrants:

\$262,121.47

[Handwritten Signature]

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	28	\$262,121.47
Credit Card Payments	0	
Grand Total for Payments Dated:	01/26/2024	\$262,121.47

Authorized Officer/Employee



Or

Board Members *

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register

For Payments Dated: 01/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12736027	4862	AMAZON CAPITAL SERVICES	PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$8.56
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$6.42
			PO - 27624	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$10.31
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$3.87
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$14.47
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$20.25
			PO - 27624	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$17.15
			PO - 27624	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$13.72
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$40.34
			PO - 27615	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$41.91
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$26.21
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$60.97
			PO - 27615	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$53.57
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$89.38
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$10.50
			PO - 27614	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$278.74
			PO - 27624	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$190.90
			PV - 28934	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$64.33
			PV - 28935	0100-0000-0-0000-7490-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$144.25
			PV - 28936	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$598.12
			PO - 27607	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$21.39
			PV - 28937	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$77.18
			PO - 27607	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$252.24
			PO - 27607	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$343.19
			CM - 27058	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	-\$33.40
			CM - 27057	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	-\$11.15
			PO - 27590	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$15.98
			PO - 27591	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$45.88
			PO - 27608	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$38.30
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$95.31
			PO - 27591	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$10.71
			PO - 27590	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$12.01
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$12.01
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$12.86

Commercial Payment Register

For Payments Dated: 01/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12736027	4862	AMAZON CAPITAL SERVICES	PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$51.45
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$51.45
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$40.57
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$79.09
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$39.58
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$38.06
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$46.49
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$32.90
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$22.19
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$23.70
			PO - 27583	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$107.20
			PO - 27591	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$144.79
			PO - 27583	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$465.47
			PO - 27616	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$96.73
			PO - 27580	0100-3010-0-1110-1000-430001-525-55-0302	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$312.00
			PO - 27584	0100-3010-0-1110-1000-430001-525-55-0303	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$718.15
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$24.66
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$23.48
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$12.87
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$15.93
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$16.38
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$4.92
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$1.27
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$2.82
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$7.50
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$5.18
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$5.39
			PO - 27606	0100-3010-0-1110-1000-430001-525-55-0305	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$6.36

Commercial Payment Register For Payments Dated: 01/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12736027	4862	AMAZON CAPITAL SERVICES	PO - 27611	0100-6500-0-5760-1110-430000-000-00-0000	Special Education	Materials and Supplies	\$49.20
			PO - 27593	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$196.30
			PO - 27593	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$130.87
			PO - 27593	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$96.50
Total For Fund Number: 0100							\$5,455.93
12736027	4862	AMAZON CAPITAL SERVICES	PO - 27592	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$18.04
			PO - 27592	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$53.60
			PO - 27613	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$56.30
			PO - 27592	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$50.38
Total For Fund Number: 1300							\$178.32
Total Amount of Payment:							\$5,634.25
12736028	2796	AT&T	PO - 27012	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	\$59.07
			PO - 27012	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$34.93
			PO - 27012	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	\$113.73
			PO - 27012	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$124.60
			PO - 27012	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$266.58
			PO - 27012	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$442.02
Total For Fund Number: 0100							\$1,040.93
Total Amount of Payment:							\$1,040.93
12736029	65	ATKINSON ANDELSON LOYA	PV - 28931	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$165.38
Total For Fund Number: 0100							\$165.38
Total Amount of Payment:							\$165.38
12736030	4666	BRAD'S HANFORD SMOG-N-F	PV - 28906	0100-8150-0-0000-8100-560009-120-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$41.75
			PV - 28909	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$120.00
			PV - 28907	0100-8150-0-0000-8100-560009-120-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$128.57
			PV - 28908	0100-8150-0-0000-8100-560009-121-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$81.68
			PV - 28910	0100-8150-0-0000-8100-560009-121-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$50.00
			PV - 28911	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$61.75
Total For Fund Number: 0100							\$483.75
Total Amount of Payment:							\$483.75
12736031	4314	CANON FINANCIAL SERVICE	PO - 27299	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$4,601.28
Total For Fund Number: 0100							\$4,601.28
Total Amount of Payment:							\$4,601.28
12736032	4580	CONOVER, TAYLOR	PV - 28912	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$139.98
Total For Fund Number: 0100							\$139.98

Commercial Payment Register

For Payments Dated: 01/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							<u>\$139.98</u>
12736033	2661	DASSEL'S PETROLEUM	PO - 27459	0100-8150-0-0000-8100-430010-120-00-0000	Ongoing & Major Maint. Acct.	Matl & Suppl. -Gasoline/Diesel Fuel	\$2,079.10
Total For Fund Number: 0100							<u>\$2,079.10</u>
Total Amount of Payment:							<u>\$2,079.10</u>
12736034	4154	DOCUMENT TRACKING SERV	PV - 28914	0100-0000-0-0000-7100-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$1,725.00
Total For Fund Number: 0100							<u>\$1,725.00</u>
Total Amount of Payment:							<u>\$1,725.00</u>
12736035	4840	EMCOR SERVICES MESA ENR	PO - 27181	0100-0000-0-0000-8500-620000-424-00-7591	Unrestricted Resources	Buildings and Improvement of Buildings	\$24,269.58
			PO - 27181	0100-0000-0-0000-8500-620000-323-00-7591	Unrestricted Resources	Buildings and Improvement of Buildings	\$25,382.50
			PO - 27181	0100-0000-0-0000-8500-620000-222-00-7591	Unrestricted Resources	Buildings and Improvement of Buildings	\$39,323.35
			PO - 27181	0100-0000-0-0000-8500-620000-525-00-7591	Unrestricted Resources	Buildings and Improvement of Buildings	\$39,323.35
Total For Fund Number: 0100							<u>\$128,298.78</u>
Total Amount of Payment:							<u>\$128,298.78</u>
12736036	337	EMPLOYMENT DEVELOPME	PV - 28940	0100-0000-0-0000-0000-951500-000-00-0000	Unrestricted Resources	State Unemployment Insurance	\$2,697.11
Total For Fund Number: 0100							<u>\$2,697.11</u>
12736036	337	EMPLOYMENT DEVELOPME	PV - 28941	1300-0000-0-0000-0000-951500-000-00-0000	Unrestricted Resources	State Unemployment Insurance	\$61.83
Total For Fund Number: 1300							<u>\$61.83</u>
Total Amount of Payment:							<u>\$2,758.94</u>
12736037	4978	FIRE SYSTEM SOLUTIONS IN	PO - 27651	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$1,155.00
Total For Fund Number: 0100							<u>\$1,155.00</u>
Total Amount of Payment:							<u>\$1,155.00</u>
12736038	4719	GODDARD, COLLEEN	PV - 28945	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$118.74
Total For Fund Number: 0100							<u>\$118.74</u>
Total Amount of Payment:							<u>\$118.74</u>
12736039	2726	HANSON, ANGELA	PV - 28916	0100-0000-0-0000-0000-952500-000-00-0000	Unrestricted Resources	Payroll Liability Holding	\$1.75
Total For Fund Number: 0100							<u>\$1.75</u>
Total Amount of Payment:							<u>\$1.75</u>
12736040	1230	HEATON, LAURIE	PV - 28915	0100-0000-0-0000-0000-952500-000-00-0000	Unrestricted Resources	Payroll Liability Holding	\$13.00
Total For Fund Number: 0100							<u>\$13.00</u>
Total Amount of Payment:							<u>\$13.00</u>
12736041	473	HOME DEPOT	PO - 27390	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$2,568.47
			PO - 27390	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$1,291.16
			PO - 27390	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$31.60

Commercial Payment Register

For Payments Dated: 01/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$3,891.23
Total Amount of Payment:							\$3,891.23
12736042	4358	HOME DEPOT PRO	PV - 28903	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$8.52
			PV - 28904	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$38.31
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$274.88
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$40.98
			PO - 27071	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$36.45
			PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$10.56
			PO - 27071	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.49
Total For Fund Number: 0100							\$419.19
Total Amount of Payment:							\$419.19
12736043	4773	INFINITY POWER SOLUTION	PV - 28943	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$250.00
Total For Fund Number: 0100							\$250.00
Total Amount of Payment:							\$250.00
12736044	4977	L & H Airco, LLC	PV - 28905	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$2,477.82
Total For Fund Number: 0100							\$2,477.82
Total Amount of Payment:							\$2,477.82
12736045	4839	LOPEZ, BIANCA	PV - 28930	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	\$56.28
Total For Fund Number: 0100							\$56.28
Total Amount of Payment:							\$56.28
12736046	2886	LOWE'S	PO - 27061	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$127.80
			PO - 27061	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$104.46
			PV - 28933	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$88.56
Total For Fund Number: 0100							\$320.82
12736046	2886	LOWE'S	PV - 28939	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$241.77
			PV - 28938	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$325.83
Total For Fund Number: 1300							\$567.60
Total Amount of Payment:							\$888.42
12736047	4979	MASSARI, MEGAN J	PV - 28921	0100-0000-0-0000-0000-952500-000-00-0000	Unrestricted Resources	Payroll Liability Holding	\$40.14
Total For Fund Number: 0100							\$40.14
Total Amount of Payment:							\$40.14
12736048	1550	OROSCO, KARLA	PV - 28913	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$233.13
Total For Fund Number: 0100							\$233.13
Total Amount of Payment:							\$233.13
12736049	4208	PILCHER, DAVID	PV - 28932	0100-3218-0-0000-7410-520000-121-00-0000	ELO Grant: ESSER III State Reserve Emergency Needs	Travel and Conferences	\$497.14
			PV - 28942	0100-0000-0-1110-1000-430000-331-00-0000	Unrestricted Resources	Materials and Supplies	\$59.68

Commercial Payment Register

For Payments Dated: 01/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$556.82
Total Amount of Payment:							\$556.82
12736050	4948	RODRIGUEZ, KARLA	PV - 28944	0100-3213-0-0000-7410-520000-121-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Travel and Conferences	\$328.77
Total For Fund Number: 0100							\$328.77
Total Amount of Payment:							\$328.77
12736051	3984	US BANK (ADDINGTON)	PV - 28929	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$700.00
Total For Fund Number: 0100							\$700.00
Total Amount of Payment:							\$700.00
12736052	3986	US BANK (FULLERTON)	PV - 28924	0100-0000-0-0000-7490-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$500.00
			PV - 28923	0100-0000-0-1110-8200-430012-120-00-0000	Unrestricted Resources	Custodian Supplies	\$248.87
			PV - 28922	0100-0000-0-1110-8200-430012-120-00-0000	Unrestricted Resources	Custodian Supplies	\$81.24
			PV - 28925	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$40.00
			PV - 28926	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$21.45
			PO - 27619	0100-6762-0-1110-1000-410000-121-31-0101	Arts, Music, & Instructional Materials Discretionary Block Grant	Textbooks	\$1,020.45
Total For Fund Number: 0100							\$1,912.01
Total Amount of Payment:							\$1,912.01
12736053	3985	US BANK (SANTAMARIA)	PO - 27629	0100-0000-0-0000-7410-580004-000-00-0000	Unrestricted Resources	Contract w/County Schools	\$37.01
			PV - 28927	0100-3213-0-0000-7410-520000-121-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Travel and Conferences	\$242.96
			PV - 28928	0100-3213-0-0000-7410-520000-121-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Travel and Conferences	\$42.02
Total For Fund Number: 0100							\$321.99
Total Amount of Payment:							\$321.99
12736054	4204	VANIR CONSTRUCTION MAN	PV - 28920	1400-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$5,091.49
Total For Fund Number: 1400							\$5,091.49
12736054	4204	VANIR CONSTRUCTION MAN	PV - 28919	3500-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$20,365.96
Total For Fund Number: 3500							\$20,365.96
12736054	4204	VANIR CONSTRUCTION MAN	PV - 28918	4000-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$76,372.34
Total For Fund Number: 4000							\$76,372.34
Total Amount of Payment:							\$101,829.79

Commercial Payment Register
For Payments Dated: 01/26/2024

District: 11 Central Union Elementary School District

Fund

Total

0100

\$159,483.93

1300

\$807.75

1400

\$5,091.49

3500

\$20,365.96

4000

\$76,372.34

Total # of Payments: 28

\$262,121.47

Total # of Payments: 28

Grand Total: \$ 262,121.47

Warrant Register For Warrants
Dated 01/31/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12736780	3439	AMERICAN INCORPORATED	\$678.06
12736781	4088	CA GEOLOGICAL SURVEY	\$4,800.00
12736782	1825	DOWNING PLANETARIUM	\$245.00
12736783	578	LEMOORE UNION HIGH SCHOOL DISTRICT	\$1,715.08
12736784	4980	PROVOST & PRICHARD CONSULTING GROUP	\$13,660.00

Total Amount of All Warrants:

\$21,098.14



District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	5	\$21,098.14
Credit Card Payments	0	
Grand Total for Payments Dated:	01/31/2024	\$21,098.14

Authorized Officer/Employee _____
Or
 Board Members * _____

[Handwritten Signature]

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register

For Payments Dated: 01/31/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12736780	3439	AMERICAN INCORPORATED	PV - 28953	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$678.06
						Total For Fund Number: 0100	\$678.06
						Total Amount of Payment:	\$678.06
12736781	4088	CA GEOLOGICAL SURVEY	PV - 28961	1400-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$240.00
						Total For Fund Number: 1400	\$240.00
12736781	4088	CA GEOLOGICAL SURVEY	PV - 28960	3500-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$960.00
						Total For Fund Number: 3500	\$960.00
12736781	4088	CA GEOLOGICAL SURVEY	PV - 28959	4000-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$3,600.00
						Total For Fund Number: 4000	\$3,600.00
						Total Amount of Payment:	\$4,800.00
12736782	1825	DOWNING PLANETARIUM	PO - 27659	0100-1100-0-1110-1000-580000-424-00-0000	State Lottery	Other Services and Operating Expenditures	\$245.00
						Total For Fund Number: 0100	\$245.00
						Total Amount of Payment:	\$245.00
12736783	578	LEMOORE UNION HIGH SCH	PV - 28946	0100-1100-0-1135-1000-580007-222-00-0000	State Lottery	Transportation/not School	\$848.62
			PO - 27443	0100-1100-0-1135-1000-580007-525-00-0000	State Lottery	Transportation/not School	\$286.57
			PV - 28947	0100-1100-0-1110-1000-580007-323-00-0000	State Lottery	Transportation/not School	\$579.89
						Total For Fund Number: 0100	\$1,715.08
						Total Amount of Payment:	\$1,715.08
12736784	4980	PROVOST & PRICHARD CON	PV - 28952	1400-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$683.00
						Total For Fund Number: 1400	\$683.00
12736784	4980	PROVOST & PRICHARD CON	PV - 28951	3500-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$2,732.00
						Total For Fund Number: 3500	\$2,732.00
12736784	4980	PROVOST & PRICHARD CON	PV - 28950	4000-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	\$10,245.00
						Total For Fund Number: 4000	\$10,245.00
						Total Amount of Payment:	\$13,660.00

Commercial Payment Register

For Payments Dated: 01/31/2024

District: 11 Central Union Elementary School District

Fund	Total
0100	\$2,638.14
1400	\$923.00
3500	\$3,692.00
4000	\$13,845.00
Total # of Payments: 5	<u>\$21,098.14</u>

Total # of Payments: 5

Grand Total: \$ 21,098.14

Fiscal Position Report
 January 2024
 Restricted

Fund: 0100 General Fund

		January Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$6,601,746.25	\$6,530,708.78		
REVENUES						
2) Federal Revenues	8100-8299	\$109,222.00	\$691,791.75	\$2,527,942.23	27.37	72.63
3) Other State Revenues	8300-8599	\$122,283.00	\$1,342,699.28	\$3,733,534.00	35.96	64.04
4) Other Local Revenues	8600-8799	\$69,193.89	\$415,501.05	\$804,033.00	51.68	48.32
5) Total, Revenues		\$300,698.89	\$2,449,992.08	\$7,065,509.23	34.68	65.32
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$99,640.11	\$767,077.18	\$1,418,798.87	54.07	45.93
2) Classified Salaries	2000-2999	\$51,126.88	\$436,292.58	\$770,747.76	56.61	43.39
3) Employee Benefits	3000-3999	\$58,087.86	\$399,166.03	\$2,253,078.35	17.72	82.28
4) Books and Supplies	4000-4999	\$52,352.30	\$769,419.97	\$1,364,298.08	56.40	43.60
5) Services, Oth Oper Exp	5000-5999	\$150,185.94	\$855,252.56	\$2,621,616.69	32.62	67.38
6) Capital Outlay	6000-6999	\$20,153.26	\$45,927.61	\$525,405.36	8.74	91.26
7) Other Outgo(excl. 7300`s)	7100-7499	\$0.00	\$0.00	\$269,225.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$209,510.00	0.00	100.00
9) Total Expenditures		\$431,546.35	\$3,273,135.93	\$9,432,680.11	34.70	65.30
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$0.00	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$16,515.00	\$1,983,568.46	0.83	99.17
4) Total, Other Financing Sources/Uses		\$0.00	\$16,515.00	\$1,983,568.46	0.83	99.17
NET INCREASE (DECREASE) IN FUND BALANCE		(\$130,847.46)	(\$806,628.85)	(\$383,602.42)		
ENDING FUND BALANCE			\$5,795,117.40	\$6,147,106.36		

Fiscal Position Report
 January 2024
 Unrestricted

Fund: 0100 General Fund

		January Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$19,399,365.58	\$19,822,569.76		
REVENUES						
1) LCFF Sources	8010-8099	\$1,865,265.05	\$11,766,732.46	\$20,080,449.82	58.60	41.40
2) Federal Revenues	8100-8299	\$0.00	\$5,977,927.40	\$8,481,495.07	70.48	29.52
3) Other State Revenues	8300-8599	\$13,305.00	\$298,076.03	\$791,604.00	37.65	62.35
4) Other Local Revenues	8600-8799	\$512.15	\$223,786.96	\$249,736.76	89.61	10.39
5) Total, Revenues		\$1,879,082.20	\$18,266,522.85	\$29,603,285.65	61.70	38.30
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$1,127,110.12	\$7,014,174.85	\$13,492,445.47	51.99	48.01
2) Classified Salaries	2000-2999	\$374,563.87	\$2,404,646.05	\$4,423,960.47	54.36	45.64
3) Employee Benefits	3000-3999	\$569,207.07	\$3,786,432.74	\$7,497,939.99	50.50	49.50
4) Books and Supplies	4000-4999	\$28,515.42	(\$348,568.32)	\$1,387,691.19	(25.12)	125.12
5) Services, Oth Oper Exp	5000-5999	\$86,289.13	\$1,055,465.97	\$2,588,712.29	40.77	59.23
6) Capital Outlay	6000-6999	\$128,298.78	\$209,133.13	\$581,365.00	35.97	64.03
7) Other Outgo(excl. 7300`s)	7100-7499	\$7,166.00	\$43,792.00	\$78,485.00	55.80	44.20
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	(\$269,730.44)	0.00	100.00
9) Total Expenditures		\$2,321,150.39	\$14,165,076.42	\$29,780,868.97	47.56	52.44
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$50,530.32	\$176,856.15	\$303,182.00	58.33	41.67
B) Transfers Out	7610-7629	\$45,415.02	\$658,952.77	\$772,490.72	85.30	14.70
3) Contributions	8980-8999	\$0.00	\$0.00	(\$1,983,568.46)	0.00	100.00
4) Total, Other Financing Sources/Uses		\$5,115.30	(\$482,096.62)	(\$2,452,877.18)	(92.06)	192.06
NET INCREASE (DECREASE) IN FUND BALANCE		(\$436,952.89)	\$3,619,349.81	(\$2,630,460.50)		
ENDING FUND BALANCE			\$23,018,715.39	\$17,192,109.26		

Fiscal Position Report

January 2024

Fund: 0100 General Fund

		January Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$26,001,111.83	\$26,353,278.54		
REVENUES						
1) LCFF Sources	8010-8099	\$1,865,265.05	\$11,766,732.46	\$20,080,449.82	58.60	41.40
2) Federal Revenues	8100-8299	\$109,222.00	\$6,669,719.15	\$11,009,437.30	60.58	39.42
3) Other State Revenues	8300-8599	\$135,588.00	\$1,640,775.31	\$4,525,138.00	36.26	63.74
4) Other Local Revenues	8600-8799	\$69,706.04	\$639,288.01	\$1,053,769.76	60.67	39.33
5) Total, Revenues		\$2,179,781.09	\$20,716,514.93	\$36,668,794.88	56.50	43.50
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$1,226,750.23	\$7,781,252.03	\$14,911,244.34	52.18	47.82
2) Classified Salaries	2000-2999	\$425,690.75	\$2,840,938.63	\$5,194,708.23	54.69	45.31
3) Employee Benefits	3000-3999	\$627,294.93	\$4,185,598.77	\$9,751,018.34	42.92	57.08
4) Books and Supplies	4000-4999	\$80,867.72	\$420,851.65	\$2,751,989.27	15.29	84.71
5) Services, Oth Oper Exp	5000-5999	\$236,475.07	\$1,910,718.53	\$5,210,328.98	36.67	63.33
6) Capital Outlay	6000-6999	\$148,452.04	\$255,060.74	\$1,106,770.36	23.05	76.95
7) Other Outgo(excl. 7300`s)	7100-7499	\$7,166.00	\$43,792.00	\$347,710.00	12.59	87.41
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	(\$60,220.44)	0.00	100.00
9) Total Expenditures		\$2,752,696.74	\$17,438,212.35	\$39,213,549.08	44.47	55.53
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$50,530.32	\$176,856.15	\$303,182.00	58.33	41.67
B) Transfers Out	7610-7629	\$45,415.02	\$658,952.77	\$772,490.72	85.30	14.70
3) Contributions	8980-8999	\$0.00	\$16,515.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$5,115.30	(\$465,581.62)	(\$469,308.72)	79.24	20.76
NET INCREASE (DECREASE) IN FUND BALANCE		(\$567,800.35)	\$2,812,720.96	(\$3,014,062.92)		
ENDING FUND BALANCE			\$28,813,832.79	\$23,339,215.62		

Fiscal Position Report

January 2024

Fund: 1300 Cafeteria Fund

		January Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$624,385.25	\$624,399.95		
REVENUES						
2) Federal Revenues	8100-8299	\$51,426.06	\$226,229.41	\$712,000.00	31.77	68.23
3) Other State Revenues	8300-8599	\$69,653.91	\$320,432.33	\$786,200.00	40.76	59.24
4) Other Local Revenues	8600-8799	\$532.27	\$5,746.60	\$10,630.36	54.06	45.94
5) Total, Revenues		\$121,612.24	\$552,408.34	\$1,508,830.36	36.61	63.39
EXPENDITURES						
2) Classified Salaries	2000-2999	\$47,070.45	\$287,049.95	\$443,277.00	64.76	35.24
3) Employee Benefits	3000-3999	\$23,114.35	\$138,291.66	\$227,842.00	60.70	39.30
4) Books and Supplies	4000-4999	\$13,990.90	\$248,922.50	\$675,042.15	36.88	63.12
5) Services, Oth Oper Exp	5000-5999	\$217.76	\$18,811.41	\$133,000.00	14.14	85.86
6) Capital Outlay	6000-6999	\$0.00	\$0.00	\$0.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$64,030.44	0.00	100.00
9) Total Expenditures		\$84,393.46	\$693,075.52	\$1,543,191.59	44.91	55.09
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$0.00	\$0.00	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	\$0.00	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		\$37,218.78	(\$140,667.18)	(\$34,361.23)		
ENDING FUND BALANCE			\$483,718.07	\$590,038.72		

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

To: Tom Addington, Superintendent

From: Davinder K. Sidhu, Ed.D, Assistant Superintendent Educational Services

Date: February 5th, 2024

For Board Meeting

Action (Consent or New Business)

Information

Item:

Winter Consolidated Application and Reporting Update

Rationale/Purpose:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. Is a two-part application and reporting process for multiple state and federal, formula-driven, categorical program funds submitted by county offices and school districts.

The winter release of the ConApp is submitted from mid-January to the end of February each year and contains the Local Education Agency (LEA) entitlements for each funded program. For each federal program entitlement, LEAs allocate funds for the program as indicated by the program requirements.

Fiscal Impact:

Program entitlements are determined by formulas contained in the laws that created the programs. The Application for Funding is a required step to receive program funds.

Recommendation:

The District Governing Board approves the update.



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Central Union Elementary (16 63883 000000)

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Current Submissions and Deadlines

Data collection forms that are listed below are open, available for editing, have upcoming deadlines, and/or are overdue to be certified. Data collection forms that have been certified, have had their deadlines pass, are open and available for editing can be found under the Data Entry Forms tab. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

4 Data Collection(s) found.

Fiscal Year 2021-22	Deadline	Status
Title I, Part A LEA Closeout Report	January 15, 2024	None

Fiscal Year 2023-24	Deadline	Status
Title I, Part A Nonprofit Private School Low Income Count	January 15, 2024	None
Title II, Part A / Title III Nonprofit Private School Participation	January 15, 2024	None
Title IV, Part A Nonprofit Private School Participation	January 15, 2024	None

General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
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 Sacramento, CA 95814

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Data Entry Forms

Data collection forms that are listed below are open for editing and certification, although their deadlines may have passed. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

Filter by Fiscal Year: All By Program: All Programs By Status: All

25 Editable Data Collection(s) found.

Fiscal Year 2021-22	Deadline	Status
Title I, Part A LEA Closeout Report	January 15, 2024	None
Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months	January 15, 2024	Certified dksidhu, 2/6/2024 10:10 AM
Title III English Learner YTD Expenditure Report, Closeout 27 Months	January 15, 2024	Certified dksidhu, 2/6/2024 10:10 AM
Title IV, Part A LEA Closeout Report	January 15, 2024	Certified dksidhu, 2/6/2024 10:10 AM

Fiscal Year 2022-23	Deadline	Status
Title I, Part A LEA Carryover	January 15, 2024	Certified dksidhu, 2/5/2024 10:42 AM
Title III English Learner YTD Expenditure Report, 18 Months	January 15, 2024	Certified dksidhu, 2/6/2024 10:14 AM
Title IV, Part A LEA Use of Funds and Carryover	January 15, 2024	Certified dksidhu, 2/6/2024 10:14 AM

Fiscal Year 2023-24	Deadline	Status
Certification of Assurances	August 31, 2023	Certified dksidhu, 8/21/2023 10:47 AM

Protected Prayer Certification	August 31, 2023	<i>Certified</i> dksidhu, 8/21/2023 11:04 AM
LCAP Federal Addendum Certification	August 31, 2023	<i>Certified</i> dksidhu, 8/21/2023 11:04 AM
Application for Funding	August 31, 2023	<i>Certified</i> dksidhu, 8/21/2023 11:04 AM
Nonprofit Private School Consultation	August 31, 2023	<i>Certified</i> dksidhu, 8/23/2023 9:31 AM
Federal Transferability	January 15, 2024	<i>Certified</i> dksidhu, 2/6/2024 10:24 AM
Title I, Part A Nonprofit Private School Low Income Count	January 15, 2024	None
Title I, Part A School Student Counts	January 15, 2024	None
Title I, Part A LEA Allocation and Reservations	January 15, 2024	None
Title I, Part A School Allocations	January 15, 2024	None
Title I, Part A Notification of Authorization of Schoolwide Program	January 15, 2024	<i>Draft</i> dksidhu, 2/6/2024 10:35 AM
Title II, Part A / Title III Nonprofit Private School Participation	January 15, 2024	None
Title II, Part A LEA Allocations	January 15, 2024	<i>Certified</i> dksidhu, 2/6/2024 10:24 AM
Title III English Learner LEA Allocations and Reservations	January 15, 2024	<i>Certified</i> dksidhu, 2/6/2024 10:24 AM
Title III English Learner YTD Expenditure Report, 6 Months	January 15, 2024	<i>Certified</i> dksidhu, 2/6/2024 10:24 AM
Title IV, Part A Nonprofit Private School Participation	January 15, 2024	None
Title IV, Part A LEA Allocations	January 15, 2024	<i>Certified</i> dksidhu, 2/6/2024 10:24 AM
Consolidation of Administrative Funds	January 15, 2024	<i>Certified</i> dksidhu, 2/5/2024 10:42 AM

General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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Central Union Elementary (16 63883 000000)

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2021–22 Title I, Part A LEA Closeout Report

Report fiscal year expenditures to determine 2021–22 Title I, Part A unspent funds.

There are no reported carryover funds. The LEA has already expended all Title I, Part A funds.

Rina DeRose, Title I Policy, Program, and Support Office | RDeRose@cde.ca.gov | 916-323-0472
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2021–22 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through September 30, 2023.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

2021–22 Title II, Part A allocation:	\$49,944	
2021–22 Title II, Part A total apportionment issued:	\$49,944	
* Transferred–in amount:	\$27,837	
* Transferred–out amount:	\$0	
2021–22 Total allocation:	\$77,781	<input type="button" value="Recalculate"/>

Professional Development Expenditures

* Professional development for teachers:	\$53,139
* Professional development for administrators:	\$2,500
* Consulting/Professional services:	\$0
* Induction programs:	\$0
* Books and other supplies:	\$2,458
* Dues and membership:	\$0

* Travel and conferences: \$0

Personnel and Other Authorized Activities

* Certificated personnel salaries: \$13,782

* Classified personnel salaries: \$0

* Employee benefits: \$1,945

* Developing or improving an evaluation system: \$0

* Recruitment activities: \$0

* Retention activities: \$0

* Class size reduction: \$0

Program Expenditures

* Direct administrative costs: \$0

* Indirect costs: \$3,957

* Equitable services for nonprofit private schools: \$0

Total expenditures: \$77,781

2021–22 Unspent funds: \$0

Note: CDE will invoice the LEA for the unspent 2021–22 total allocation

Last Saved: Davinder Sidhu (dksidhu), 2/6/2024 10:10 AM, Certified

Alice Ng (Fiscal), Division Support Office | ANg@cde.ca.gov | 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office | L.Fassett@cde.ca.gov | 916-323-4963
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2021–22 Title III English Learner YTD Expenditure Report, Closeout 27 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through September 30, 2023.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students. Refer to the Program Information link above for required and authorized EL student program activities. Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2021–22 Title III EL student program allocation:	\$16,138	
2021–22 Title III EL total apportionment issued amount:	\$16,138	
* Transferred-in amount:	\$0	
2021–22 Total allocation:	\$16,138	<input type="button" value="Recalculate"/>

Object Code - Activity

* 1000–1999 Certificated personnel salaries:	\$8,775	
* 2000–2999 Classified personnel salaries:	\$0	
* 3000–3999 Employee benefits:	\$1,761	
* 4000–4999 Books and supplies:	\$119	

* 5000–5999 Services and other operating expenditures:	\$4,662	
* Direct administrative costs (amount cannot exceed 2% of the total apportionment issued amount plus transferred-in amount):	\$0	
* Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs):	\$821	
Total year-to-date expenditures:	\$16,138	<input type="button" value="Recalculate"/>
2021–22 Unspent funds:	\$0	

Note: CDE will invoice the LEA for the unspent 2021–22 total allocation

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Annie Abreu Park, Language Policy and Leadership Office | AAbreuPark@cde.ca.gov | 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office | GNdirang@cde.ca.gov | 916-323-5831
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2021-22 Title IV, Part A LEA Closeout Report

The purpose of this data collection is to report final expenditures, by activity, and calculate Title IV, Part A unspent funds.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

2021-22 Title IV, Part A LEA allocation: \$27,837

* Transferred-in amount: \$0

* Transferred-out amount: \$27,837

2021-22 Title IV, Part A LEA available allocation: \$0

Final Expenditures

* Administrative and indirect costs: \$0

* Well-Rounded Educational Opportunities activities: \$0

* Safe and Healthy Students activities: \$0

* Effective Use of Technology activities: \$0

* Technology Infrastructure: \$0

Total expenditures: \$0

Amount of unspent funds:
Note: CDE will invoice the LEA for the unspent funds

\$0

Last Saved: Davinder Sidhu (dksidhu), 2/6/2024 10:10 AM, Certified

Kevin Donnelly, Rural Education and Student Support Office | TitleIV@cde.ca.gov | 916-319-0942
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2022–23 Title I, Part A LEA Carryover

Report only expenditures and obligations made through September 30 for fiscal year 2022–23 allocation to determine funds to be carried over.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Carryover Calculation

2022–23 Title I, Part A LEA allocation:	\$301,409
* Transferred-in amount:	\$0
2022–23 Title I, Part A LEA available allocation:	\$301,409
* Expenditures and obligations through September 30, 2023:	\$301,409
Carryover as of September 30, 2023:	\$0 <input type="button" value="Recalculate"/>
Carryover percent as of September 30, 2023:	0.00%

Last Saved: Davinder Sidhu (dksidhu), 2/5/2024 10:42 AM, Certified

-
-

Rina DeRose, Title I Policy, Program, and Support Office | RDeRose@cde.ca.gov | 916-323-0472
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2022–23 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through December 31, 2023.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2022–23 Title III EL student program allocation:	\$19,105	
* Transferred-in amount:	\$0	
2022–23 Total allocation:	\$19,105	<input type="button" value="Recalculate"/>

Object Code - Activity

* 1000–1999 Certificated personnel salaries:	\$1,050
* 2000–2999 Classified personnel salaries:	\$0
* 3000–3999 Employee benefits:	\$166
* 4000–4999 Books and supplies:	\$0

* 5000–5999 Services and other operating expenditures:	\$16,214
* Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount):	\$0
* Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs):	\$1,675
Total year-to-date expenditures:	\$19,105 <input type="button" value="Recalculate"/>
2022–23 Unspent funds:	\$0

Last Saved: Davinder Sidhu (dksidhu), 2/6/2024 10:14 AM, Certified

Annie Abreu Park, Language Policy and Leadership Office | AAbreuPark@cde.ca.gov | 916-319-9620
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General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2022–23 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to report year-to-date expenditures, by activity, and calculate Title IV, Part A carryover funds.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

2022–23 Title IV, Part A LEA allocation:	\$26,769
* Transferred-in amount:	\$0
* Transferred-out amount:	\$13,918
2022–23 Title IV, Part A LEA available allocation:	\$12,851 <input type="button" value="Recalculate"/>

Expenditures

* Administrative and indirect costs:	\$0
* Well-Rounded Educational Opportunities activities:	\$0
* Safe and Healthy Students activities:	\$0
* Effective Use of Technology activities:	\$0
* Technology Infrastructure:	\$0
Total expenditures:	\$0 <input type="button" value="Recalculate"/>

Carryover as of September 30, 2023:

\$12,851

Last Saved: Davinder Sidhu (dksidhu), 2/6/2024 10:14 AM, Certified

Save

Return to List

Kevin Donnelly, Rural Education and Student Support Office | TitleIV@cde.ca.gov | 916-319-0942
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. Before continuing to certify any data, you must submit the information below. You will only be prompted for this information once per fiscal year. A complete list of legal and program assurances for the fiscal year can be viewed by selecting the Program Information link in this form. Once submitted, the Certification of Assurances will be available under Reports for printing purposes.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

* Authorized Representative's Full Name: Davinder K. Sidhu
* Authorized Representative's Title: Assistant Superintendent
* Authorized Representative's Signature Date: 08/21/2023 (ex. MM/DD/YYYY)

Last Saved: Davinder Sidhu (dksidhu), 8/21/2023 10:47 AM, Certified

Save Continue to Certify Data

Consolidated Application Support Desk, Education Data Office | ConAppSupport@cde.ca.gov | 916-319-0297
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

Required fields are denoted with an asterisk (*).

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

* The authorized representative agrees to the above statement: No Yes

Authorized Representative's Full Name: Thomas Addington

Authorized Representative's Title: Superintendent

Authorized Representative's Signature Date: 08/16/2023 (ex. MM/DD/YYYY)

Comment:
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)

Last Saved: Davinder Sidhu (dksidhu), 2/6/2024 10:44 AM, Draft

Miguel Cordova, Title I Policy, Program, and Support Office | MCordova@cde.ca.gov | 916-319-0381
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 LCAP Federal Addendum Certification

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District: 09/14/2022 (ex. MM/DD/YYYY)

For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP

Direct Funded Charter: (ex. MM/DD/YYYY)

Enter the adoption date of the current LCAP

* Authorized Representative's Full Name: **Thomas Addington**

* Authorized Representative's Title: **Superintendent**

Last Saved: Davinder Sidhu (dksidhu), 8/21/2023 11:04 AM, Certified

[Local Agency Systems Support Office](#) | LCAPAddendum@cde.ca.gov | 916-323-5233
[General CARS Questions: Consolidated Application Support Desk](#) | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 Application for Funding

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year:

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year:

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

- * Title I, Part A (Basic Grant):** No Yes
ESSA Sec. 1111 et seq.
SACS 3010
- * Title II, Part A (Supporting Effective Instruction):** No Yes
ESEA Sec. 2104
SACS 4035
- * Title III English Learner:** No Yes
ESEA Sec. 3102
SACS 4203
- * Title III Immigrant:** No Yes
ESEA Sec. 3102
SACS 4201
- * Title IV, Part A (Student and School Support):** No Yes
ESSA Sec. 4101
SACS 4127

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2023–24 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- Y1: meaningful consultation occurred
- Y2: timely and meaningful consultation did not occur
- Y3: the program design is not equitable with respect to eligible private school children
- Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s): No Yes
 The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

School Name	School Code	Enrollment	* Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	Remove
Armona Union Academy	6934046	105	<input type="radio"/> No <input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No <input type="radio"/> Yes	<input checked="" type="radio"/> No <input type="radio"/> Yes		Remove
Hanford Christian School	6967780	264	<input type="radio"/> No <input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No <input type="radio"/> Yes	<input checked="" type="radio"/> No <input type="radio"/> Yes		Remove
Mary Immaculate Queen	6970768	92	<input checked="" type="radio"/> No <input type="radio"/> Yes				Remove
New Testament Baptist Schools	7100175	28	<input checked="" type="radio"/> No <input type="radio"/> Yes				Remove
St. Rose-McCarthy Catholic	6970693	98	<input checked="" type="radio"/> No <input type="radio"/> Yes				Remove

[Add a School](#)

[Download Schools Template](#) [Choose File](#) No file chosen

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Sylvia Hanna, Title I Policy, Program, and Support Office | SHanna@cde.ca.gov | 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office | RDeRose@cde.ca.gov | 916-323-0472
 General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

Required fields are denoted with an asterisk ().*

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Title II, Part A Transfers

2023–24 Title II, Part A allocation: \$48,739

Transferred to Title I, Part A:

Transferred to Title I, Part C:

Transferred to Title I, Part D:

Transferred to Title III English Learner:

Transferred to Title III Immigrant

Transferred to Title IV, Part A:

Transferred to Title V, Part B, Subpart 1
Small, Rural School Achievement Grant

Transferred to Title V, Part B, Subpart 2
Rural and Low-Income Grant

Total amount of Title II, Part A funds transferred out: \$0

2023–24 Title II, Part A allocation after transfers out: \$48,739

Title IV, Part A Transfers

2023–24 Title IV, Part A allocation: \$23,215

Transferred to Title I, Part A:

Transferred to Title I, Part C:

Transferred to Title I, Part D:

Transferred to Title II, Part A: \$23,215

Transferred to Title III English Learner:

Transferred to Title III Immigrant:

Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant:

Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant:

Total amount of Title IV, Part A funds transferred out: \$23,215

2023–24 Title IV, Part A allocation after transfers out: \$0

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Lisa Fassett, Professional Learning Support & Monitoring Office | L.Fassett@cde.ca.gov | 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office | TitleIV@cde.ca.gov | 916-319-0942
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2023–24 Title I, Part A Nonprofit Private School Low Income Count

The local educational agency (LEA) shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

No nonprofit private schools are showing as eligible for participation. Either the Nonprofit Private School Consultation form was not completed, or was completed, but conditions necessary for nonprofit private schools to display in this form were not met.

Sylvia Hanna, Title I Policy, Program, and Support Office | SHanna@cde.ca.gov | 916-319-0948
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2023–24 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

* School ranking options:
 Select the highest to lowest school ranking method
 Within the LEA
 Within each grade span group

* Select a low income measure: FRPM ▼

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2022–23) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	* Student Enrollment	* Eligible Low Income Students
Akers Elementary	6010292	K	8	1	656	228
Central Elementary	6010300	K	8	1	225	147
R. J. Neutra	6010318	K	5	1	424	165

Stratford Elementary	6010326	K	8	1	290	240
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2023–24 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

2023–24 Title I, Part A LEA allocation (+):	\$298,968	
* Transferred-in amount (+):	\$0	
Nonprofit private school equitable services proportional share amount (-):	\$0	
2023–24 Title I, Part A LEA available allocation:	\$298,968	<input type="button" value="Recalculate"/>

Required Reservations

Parent and family engagement: (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
* School parent and family engagement:	\$0
* LEA parent and family engagement:	\$0

Local neglected institutions: No Yes
 Does the LEA have local institutions for neglected children?

Local neglected institutions reservation:

Local delinquent institutions: No Yes

Does the LEA have local institutions for delinquent children?

Local delinquent institutions reservation:

* Direct or indirect services to homeless children, regardless of their school of attendance: \$1,000

Authorized Reservations

Public school Choice transportation:

Other authorized activities:

2023–24 Approved indirect cost rate: 7.03%

Indirect cost reservation: \$19,637

Administrative reservation: \$25,208

Reservation Summary

Total LEA required and authorized reservations: \$45,845

School parent and family engagement reservation: \$0

Amount available for Title I, Part A school allocations: \$253,123

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2023–24 Title I, Part A School Allocations

This data collection is used to report the amount of funds to be allocated to eligible schools.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure: FRPM

Ranking Schools Highest to Lowest: Within the LEA

LEA-wide low income %: 48.90%

Available Title I, Part A school allocations: \$253,123

Available parent and family engagement reservation: \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2022–23 Carryover	Parent and Family Engage
Stratford Elementary	6010326	1	290	240	82.76%	Y	Y	1	\$1,054.67	\$253,120.80		
Central Elementary	6010300	1	225	147	65.33%	Y	N	2	\$0.00	\$0.00		

R. J. Neutra	6010318	1	424	165	38.92%	N	N	3	\$0.00	\$0.00		
Akers Elementary	6010292	1	656	228	34.76%	N	N	4	\$0.00	\$0.00		

Unallocated school amount: \$2.20

Unallocated parent and family engagement amount: \$0

No file chosen

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2023–24 Title I, Part A Notification of Authorization of Schoolwide Program

This form provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

Required fields are denoted with an asterisk (*).

School Name	School Code	Authorized SWP	Low income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
Akers Elementary	6010292	<input type="checkbox"/>			
Central Elementary	6010300	<input type="checkbox"/>			
R. J. Neutra	6010318	<input type="checkbox"/>			
Stratford Elementary	6010326	<input checked="" type="checkbox"/>	80.00	06/05/1998	

No file chosen

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Rina DeRose, Title I Policy, Program, and Support Office | RDuRose@cde.ca.gov | 916-323-0472
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2023–24 Title II, Part A / Title III Nonprofit Private School Participation

The local educational agency (LEA) must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

Note: Participation is based on the number of eligible students enrolled in the grade levels in a nonprofit private school located in areas served by the LEA.

No nonprofit private schools are showing as eligible for participation. Either the Nonprofit Private School Consultation form was not completed, or was completed, but conditions necessary for nonprofit private schools to display in this form were not met.

Teresa Battenburg, Professional Learning Support & Monitoring Office | TBattenburg@cde.ca.gov | 916-322-5836
Geoffrey Ndirangu, Language Policy and Leadership Office | GNdirangu@cde.ca.gov | 916-323-5831
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

2023–24 Title II, Part A allocation: \$48,739

* Transferred-in amount: \$0

* Total funds transferred out of Title II, Part A: \$0

2023–24 Total allocation: \$48,739

* Administrative and indirect costs: \$0

* Reservation for equitable services for nonprofit private schools: \$0

2023–24 Title II, Part A adjusted allocation: \$48,739

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Alice Ng (Fiscal), Division Support Office | ANg@cde.ca.gov | 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office | LFassett@cde.ca.gov | 916-323-4963
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III English Learner (EL) student program and to report required reservations.

Required fields are denoted with an asterisk ().*

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Total Allocation

2023–24 Title III EL student program allocation:	\$18,949	
* Transferred-in amount:	\$0	
Repayment of funds:		
2023–24 Total allocation:	\$18,949	<input type="button" value="Recalculate"/>

Allocation Reservations

* Professional development activities:	\$17,704
* Program and other authorized activities:	\$0
* English proficiency and academic achievement:	\$0
* Parent, family, and community engagement:	\$0

* Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount): **\$0**

* Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs): **\$1,245**

Total allocation reservations: **\$18,949**

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Annie Abreu Park, Language Policy and Leadership Office | AAbreuPark@cde.ca.gov | 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office | GNdirangu@cde.ca.gov | 916-323-5831
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2023–24 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through December 31, 2023.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation:	\$18,949
* Transferred-in amount:	\$0
2023–24 Total allocation:	\$18,949 <input type="button" value="Recalculate"/>

Object Code - Activity

* 1000–1999 Certificated personnel salaries:	\$0
* 2000–2999 Classified personnel salaries:	\$0
* 3000–3999 Employee benefits:	\$0
* 4000–4999 Books and supplies:	\$17,704

* 5000–5999 Services and other operating expenditures:	\$0
* Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount):	\$0
* Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs):	\$1,245
Total year-to-date expenditures:	\$18,949 <input type="button" value="Recalculate"/>
2023–24 Unspent funds:	\$0

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[Geoffrey Ndirangu, Language Policy and Leadership Office | GNdiranq@cde.ca.gov](mailto:GNdiranq@cde.ca.gov) | 916-323-5831
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2023–24 Title IV, Part A Nonprofit Private School Participation

The local educational agency (LEA) must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel for the Title IV, Part A program.

No nonprofit private schools are showing as eligible for participation. Either the Nonprofit Private School Consultation form was not completed, or was completed, but conditions necessary for nonprofit private schools to display in this form were not met.

Kevin Donnelly, Rural Education and Student Support Office | TitleIV@cde.ca.gov | 916-319-0942
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2023–24 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

2023–24 Title IV, Part A LEA allocation:	\$23,215
* Funds transferred-in amount:	\$0
* Funds transferred-out amount:	\$0
2023–24 Title IV, Part A LEA available allocation:	\$23,215

Reservations

* Indirect cost reservation:	\$0
* Administrative reservation:	\$0
* Equitable services for nonprofit private schools:	\$0
2023–24 Title IV, Part A LEA adjusted allocation:	\$23,215 <input type="button" value="Recalculate"/>

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2023–24 Consolidation of Administrative Funds

This is a request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

Required fields are denoted with an asterisk (*).

NOTE: Your local educational agency (LEA) has previously certified this data collection form as official. One or more other data collection forms may be dependent on this data collection form. Please be aware that if a change is saved and this data collection form is certified again, it may cause dependent data collection forms to become certified-obsolete and your LEA may have to revise and resubmit those dependent data collection forms, as well.

- Title I, Part A Basic:
SACS Code 3010
- Title I, Part C Migrant Education:
SACS Code 3060
- Title I, Part D Delinquent:
SACS Code 3025
- Title II, Part A Supporting Effective Instruction:
SACS Code 4035
- Title III English Learner Students - 2% maximum:
SACS Code 4203
- Title III Immigrant Students:
SACS Code 4201
- Title IV, Part A Student Support - 2% maximum:
SACS Code 4127
- Title IV, Part B 21st Century Community Learning Centers:
SACS Code 4124

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Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Sarah Strait

To: Central Union Board of Trustees
From: Tom Addington, Superintendent
Date: February 05, 2024

<input checked="" type="checkbox"/>	Action (Consent or New Business)
<input type="checkbox"/>	Information

Item:

Approve annual revision and review of school safety plans.

Rationale/Purpose:

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school to develop and maintain a Comprehensive School Safety Plan which is designed to address potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects, and create a safe, secure learning environment for students and school personnel,

All site CSSPs are very similar in terms of operational activities and handling incidents, each site has some degree of specificity based upon campus makeup and how they may handle movement of students on the campus.

As a District, sites work with our KCSO with updating the safety plans annually, and review the plans with site staff and community groups such as School Site Councils.

Recommendation:

Approve school site safety plans as submitted.

Comprehensive School Safety Plan

2023-24 School Year

School: Admiral Akers School
CDS Code: 16 63883 6010292
District: Central Union Elementary School District
Address: Constellation Ave.
N.A.S. Lemoore, CA 93245
Date of Adoption: 11/30/23
Date of Update: 11/1/2023
Date of Review:
- with Staff 12/7/23
- with Law Enforcement 12/1/23
- with Fire Authority

Approved and/or Reviewed by:

Name	Title	Signature	Date
Darin Denney	Assistant Principal		
Heiko Sweeney	Principal		
Lee Wisecarver	Kings County Sheriff Deputy		
	School Site Council Chairperson		
Roy Frausto	Head Custodian		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Akers School Office and Central Union School District Office.

Safety Plan Vision

The intent of the Central Union School District is to provide a safe and secure learning environment for all its students. Two components of providing a safe environment are timely assessment and prevention of crime on our campuses and maintaining an Emergency Disaster Response Plan. The information in this Safe School Plan includes specific courses of action to be taken in case of an emergency as well as daily activities which help preclude an emergency situation. Each employee should become familiar with this plan so that he or she will be prepared to carry out his/her responsibility should the need arise. Further, this plan deals with daily activities, which promote the general welfare of the students in our care.

The incidence of crimes reported at District schools is very low. Current information about reported crimes is maintained at the District Office (559-924-3405). In an effort to maintain a safe school environment, close coordination with local law enforcement agencies is maintained. All suspected crimes are reported to the Kings County Sheriff's Office or the Lemoore Naval Air Station Security Office for investigation. When appropriate, contact is made with Child Protective Services.

The plan is primarily devoted to the welfare and safety of students during school hours. There are some situations where the school may be used as a community resource during a disaster condition. Existing Board policies and administrative regulations have been included along with a copy of the Student Code of Conduct.

An emergency situation may strike any school campus at any time. These emergencies fall into two categories—natural and man-made. Earthquakes, floods, and severe storms can occur with little or no warning and are natural. The possibility of fires, chemical accidents, falling aircraft, the use of firearms, bombs, and hostage taking are examples of man-made emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

Admiral Akers School Safety Committee

Principal, Assistant Principal, Head Custodian, General Education Teacher, School Site Council Members, School Resource Officer

Assessment of School Safety

- Daily inspection of campus grounds by head custodian and administration.
- Regular reviews as preventative measures made by school resource officer with members of the safety team.
- Daily communication and feedback of playground equipment and grounds provided to site administration by support staff and yard supervisors.
- Regular inspection of campus with NAS Lemoore Security Department
- Daily inspection of ongoing construction site and consultation with construction company during school construction

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

In accordance with Education Code, Akers School developed the comprehensive school plan using the input of committee members to address various components of safety.

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

In accordance with Penal Code (PC11165) and Central Union School District Board Policy (BP 5141.4), all employees of the Central Union School District are mandated to report any known or suspected child abuse and neglect instances.

A mandated reporter shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (PC1166)

Procedures and guidance are included as attachments (BP & AR 5141.4 Child Abuse Prevention And Reporting)

CHILD ABUSE/NEGLECT

When a child is suspected of being the victim of child abuse or neglect and is being removed from school premises, the principal or designee shall provide the telephone number and address of the student's parent/guardian to an officer of the law. The officer has the responsibility to notify the parent/guardian.

All staff associated with the school are considered mandated reporters. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; district office administrators, and district school resource officers.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

SCHOOL SHELTER CAPACITIES

During a major disaster, the District may be directed to utilize school facilities as Mass Care Centers. The American Red Cross has been charged by Congress with the responsibility for assisting families and individuals to meet disaster-caused needs that cannot be met with family or individual resources.

Cafeteria Capacities

Akers 480
Central 287
Neutra 450
Stratford 656

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under below under "Grounds for Suspension and Expulsion: Grades K-12" or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel - Recommendation for Expulsion

Should a student violate one of the offenses outlined below, the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation for Expulsion

Should a student violate one of the offenses below, the principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the student for any of the following acts below committed at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

School Site Alternative

The following school site alternative may also be used with suspension or in place of suspension as listed on the preceding pages. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. Alternatives include, but are not limited to, the following:

1. Student conference
2. Parent conferences
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contact
6. Restriction of campus privileges, school activities, etc.
7. Detention
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Work Detention

14. Saturday School

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

In accordance with education code, Akers site administration informs teaching staff and applicable staff of students who may pose a danger in the classroom and other pertinent locations on the school campus. All notifications are confidential and any communication is not shared or disseminated to unauthorized personnel or parties.

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

Upon receiving a complaint of discrimination or harassment, the site administration shall immediately investigate the complaint in accordance with site/level procedures specified in AR 5145.7 – Sexual Harassment

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Gang-Related Apparel -At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times. Shoes must have straps to secure them to your feet.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

ARRIVAL AT SCHOOL/DISMISSAL:

Supervision is provided thirty minutes before school begins and is not provided after school except for extra-curricular activities, detention, or assigned intervention activities. Therefore, students should leave school immediately upon dismissal unless they are under the direct supervision of a school employee and should not be on the school playground after school or before 7:30 a.m.

Parents are to be notified if a student is asked by a teacher or administrator to remain after school. Parents who wish to have a student excused early must come to the office and sign their children out. The student will be called from the classroom and released. This procedure is for the safety of the student. The child must bring the note to the office when arriving at school. This note will be signed and copied for the classroom teacher and the school's records. It is important for your child's safety that you to be on time when picking up your child from school.

Please make every effort to let your child know how he/she is to get home if you must make any changes in transportation or childcare on a particular day.

Students who are on an interdistrict transfer must have arrangements made so they are not dropped off at school when the playground is not supervised and so that they do not have to remain unsupervised at the end of the school day. It is the parents' responsibility to make arrangements for the supervision of their children outside school hours.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Employees are accountable for safe schools. This includes notification of proper site and district officials as well as law enforcement, the fire department, and Child Protective Services as the situation warrants. District and state officials are to receive Crime Report documents on a regular basis. Documentation is needed before allowing parents to work with children alone (a CD check or a fingerprint clearance, as well as attendance in the volunteer training class). The dates and outcomes of regularly scheduled fire drills should be recorded and filed. Forms are included in Appendix B for earthquake drill evaluation, imminent danger drill evaluation, evacuation update, emergency status report, class status report, structural damage report, and fire drill.

Element:

Akers School Wide Behavior Expectations -Tier 1 practices that assist in maintaining a safe and orderly campus and promote positive learning.

Akers School School-Wide Behavior Expectations are posted around campus and in every classroom. Eagles- Act Responsibly, Give Respect, Listen Attentively, Encourage Others, Stand Tall Be Proud.

Playground Training is offered to over a period of 7 days for K-8th grade students at the beginning of the school year. Administration and instructional aides review rules, use of equipment, model acceptable behavior and discuss consequences. Zones for areas of play and the category of play are also reviewed for student understanding.

National Anti-Bullying Awareness Campaign – Designed appropriate lessons which afford modeling and role playing to all students in grades Kinder-8th is focused on throughout the month of October.

Fourth Thursday each month is designated as Bully Awareness day.

Every Wednesday is designated as Dude Be Nice day.

Instructional Aide Training – Supervision Handbook. A review and training of student behaviors and expectations for various settings.

Opportunity for Improvement:

Continue to identify areas of need, develop program components and design opportunities for services/resources to offer all students that promote a safe learning environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Akers will provide and promote a safe learning environment for all students in both the areas of physical as well as social-emotional.</p>	<p>Ongoing in person training of staff, including paraprofessionals.</p> <p>Implementation of Social Emotional Curriculum and Lessons.</p> <p>Yearly online training regarding Mandated Child Abuse Reporting for Educators.</p> <p>Safety Committee meeting</p> <p>Lozano-Smith Workshops</p> <p>Safety walks with school maintenance as well as with base security personnel.</p> <p>Bi-weekly staff meetings with opportunity for staff to share concerns and ideas to address areas of need.</p> <p>Volunteer trainings and clearance.</p> <p>Reviewing of video surveillance when needed.</p> <p>Earthquake, intruder drills.</p> <p>Healthy Kids Survey.</p> <p>Mandatory Visitor Check-in</p>	<p>Anti-Bullying and proper behavior assemblies, posters, reporting resources, SEL lessons and resources,</p> <p>School/district psychologist</p> <p>School Counselor</p> <p>Behavior Support Aide</p> <p>Anchored 4 Life (Deployment Club, Friendship Group, Lunch Group, various resources)</p> <p>Video cameras throughout the campus</p> <p>Raptor System</p> <p>Bully Hotline</p> <p>School Resource Officer</p> <p>Fire Department</p> <p>Base Security</p> <p>Sheriff Department</p> <p>Child Protective Services</p> <p>County Resources</p>	<p>Principal, Assistant Principal</p>	<p>Parent and staff input and feedback.</p> <p>Data based on SEL Survey/Screeners, Panorama, etc.</p> <p>Pertinent information available through Schoolzilla, Power School reports.</p>

Component:
Attendance

Element:

Akers school considers punctual and regular school attendance as being essential to both a student's academic success, but to a student's future success in various areas as well. A major threat to academic success, and a contributing factor to producing unsatisfactory schoolwork, are school absences as well as tardiness. Our goal and commitment is to assist parents/guardians to understand the legal requirements regarding school attendance in accordance with board policies and State Education Code and to reward students with daily attendance incentives.

Opportunity for Improvement:

Continue to promote regular school attendance and parental education regarding importance of attendance.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>We will maintain a school wide attendance rate of at least 96.45%.</p>	<p>Inform parents and students of expectations and legal requirements based upon California Ed. Code.</p> <p>Promote and encourage student connectedness and engagement.</p> <p>Reward positive student attendance.</p> <p>Communication with parents in person, through emails, Parent Square, and phone calls.</p> <p>Working and communicating with school liaison and various squadron commands as needed.</p> <p>SARB process.</p>	<p>District counselor and school psychologist</p> <p>Schoolzilla</p> <p>PowerSchool</p> <p>School Resource Officer</p> <p>School liaison</p> <p>SART Meetings</p> <p>SARB Committee</p>	<p>Principal, Assistant Principal</p>	<p>PowerSchool and/or Schoolzilla will reflect a schoolwide attendance rate of at least 96.45%.</p>
<p>We will maintain a chronic absentee rate of no greater than 3%.</p>	<p>Inform parents and students of expectations and legal requirements based upon California Ed. Code.</p> <p>Promote and encourage student connectedness and engagement.</p> <p>Reward positive student attendance.</p> <p>Communication with parents in person, through emails, Parent Square, and phone calls.</p> <p>Working with base liaison and various squadron commands as needed.</p> <p>SARB process.</p>	<p>District counselor and school psychologist</p> <p>Schoolzilla</p> <p>PowerSchool</p> <p>School Resource Officer</p> <p>School liaison</p> <p>SART Meetings</p> <p>SARB Committee</p>	<p>Principal, Assistant Principal</p>	<p>PowerSchool and/or Schoolzilla will reflect a schoolwide chronic absentee rate of no greater than 3%.</p>

Component:

Code of Conduct - Student Behavior

Element:

Students are responsible for good behavior while at school. There are classroom & playground student expectations, which must be followed. Should a student choose to ignore the student expectations, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within the Parent/Student handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. This handbook is made available to parents online/print for parent/guardian review with their child. It is important that the student knows the consequences of his/her behavior. Classroom policies are also developed to address student behavior which are shared at with students in the classroom; parents/guardians at Back to School events; parent conferences, other forms of school to parent/guardian communique (i.e. phone call, text message, email, home visits). Should a student choose to follow the behavior expectations, rewards are offered including Eagle Bucks, Trimester Reward Movies, Extra Recess, and classroom rewards.

Opportunity for Improvement:

Continue to find ways of engaging students in making positive decisions that encourage rewards rather than punitive measures. Use experiences as a learning moment to promote better behavior.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Akers's students will exemplify behavior which will be appropriate for the school setting and be aware of both positive and negative consequences of their specific actions.</p>	<p>Ongoing training and reinforcing of expected student behaviors.</p> <p>Teaching of playground games and activities to staff and students.</p> <p>Train and supervise teacher aides, yard supervisors, and extended staff in strategies for positive relationships and deescalating unwanted behaviors.</p> <p>Communication with both parents and staff.</p> <p>Referrals or documentation and corresponding notification.</p>	<p>Peaceful Playgrounds</p> <p>Yearly playground training</p> <p>Anchored 4 Life Recess Group and materials</p> <p>School Resource Officer</p> <p>District Counselor and School Psychologist</p> <p>Behavior Support Aide</p> <p>Parent Surveys</p> <p>District Handbook</p> <p>Parent Conferences</p> <p>Verbal and written communications (e.g daily opportunity for parents to meet each morning with admin at student drop-off, parent surveys, student SEL Screener, in person meetings, letters, Parent Square, referrals, etc.)</p>	<p>Principal, Assistant Principal.</p>	<p>Data accessed through PowerSchool and/or Schoolzilla regarding site Office Discipline Referral Rate, Suspension Rate, parent and staff feedback.</p>

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Admiral Akers School Student Conduct Code

Students are responsible for good behavior while at school. There are classroom rules and playground rules, which must be followed. Should a student choose to break the rules, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within this handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. Be sure to review this Conduct Code with your child. It is important that the student knows the consequences of his/her behavior.

School-Wide	Behavior	Expectations
Akers		EAGLES.....

School	Wide	Expectations	Definitions
--------	------	--------------	-------------

1. Act Responsibly
 - Come to school on time, ready to learn.
 - Follow school rules and authority.
 - Complete class assignments and homework.
 - Make wise choices.
2. Give Respect
 - Treat people fairly and honor their rights.
 - Be honest with yourself and others.
 - Avoid spreading rumors or gossip.
 - Accept others’ differences.
3. Listen Attentively
 - Face the speaker and maintain eye contact.
 - Keep an open mind.
 - Ask clarifying questions.
4. Encourage Others
 - Smile and be courteous to others.
 - Value each person’s right to be different.
 - Invite others to join in.
5. Stand Tall, Be Proud
 - Always give your best effort.
 - Be an active participant.
 - Be a good example to others.

School-Wide	Behavior	Expectations
School	Wide	Rewards
1.	Eagle	Store
2.	Trimester Awards (Student	of the Month, Character & Counts, Honor
3.	Trimester Activities	Day & Swim
4.		(Movie Student Barbeques
5.		Student Postcards

School	Wide	Consequences
1.	Playground/Cafeteria	Violations
2.	Behavior	Referrals
3.		Saturday School
4.		Parent Contact
5.		Detention

Conduct Code Procedures

The general function of the public school is to prepare youth for positive citizenship in a democratic society. A strong academic program is essential to citizenship development, but intellectual training, which ignores moral values, is useless to either society or the individual.

Human behavior has always required intelligent control and restraint both from without and from within the individual.

Whenever these restraints or controls are ignored, society breaks down or the individual is in conflict with society.

Habits of correct or acceptable behavior are learned. As in all learning, growth is based upon insight and understanding.

The best discipline, therefore, is that which the students understand and will accept.

The number of rules does not determine the effectiveness of student control. Democratic society depends upon a self-disciplined citizenry.

Every effort will be made to prevent discipline problems from occurring. Teachers and administrators will be constantly alert to any unusual symptom that could develop into a serious situation. It is better to solve problems than to correct mistakes.

It is the right and privilege of every student to attend school. However, with these rights comes the responsibility to abide by and adhere to the regulations established by the California Education Code which states: "All pupils shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers of the school."

A lack of follow-through on assigned work (whether homework or class work) is a motivational problem to be solved by the student, the teacher, and the parent. Care should be taken to determine the reason a student does not complete assigned work. The aim of the Central Union School District is to address the cause, not the symptom. A student with good self-discipline does complete his/her assignments. A student who does not complete his/her assignments frequently exhibits frustration and/or boredom. A student who chooses to use work time for inappropriate behavior can expect to have discipline problems.

A well-disciplined student body reflects the efforts of the entire staff. The administration can establish a conduct code consisting of rules and procedures but unless it is meaningful in purpose and understood and respected by students, parents, and teachers, it can never be effective.

School Site Corrective Measures

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. The school shall also consider the attitude of the student, the corrective measure to be utilized by the parent(s) at home, the seriousness of the infraction, the number of similar violations committed by the student, the established intent of the student, and other alternatives which convey to the student and to all the students at large, that an appropriate consequence shall be implemented commensurate with the seriousness of the infraction. Alternatives include, but are not limited to, the following:

The following school site alternative may also be used with suspension or in place of suspension as listed.

1. Student Counseling
2. School Resource Office Contact
3. Parent conferences
4. School nurse intervention
5. School site change
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.

8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of the classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Campus Beautification
14. Loss of internet privileges or device
15. Saturday School
16. Suspension

Cumulative or excessive (15 or more) infractions, will result in site notification to the superintendent for consideration of additional alternatives or other measures.

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

As per guidance in BP 5145.9 (Hate-Motivated Behavior), a student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. (See attachments for policy).

(J) Procedures to Prepare for Active Shooters

Scheduled drills and review of procedures with staff yearly.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Internet safety lessons, SEL lessons, counseling groups, bully hotline. Counselors also provide in class lessons and discussion regarding the negative impacts of being bullied and available resources students can turn to in the event reports or assistance is necessary. Akers school utilizes the STOP It system and website for reporting acts of bullying or cyberbullying for all students.

Safety Plan Review, Evaluation and Amendment Procedures

Regular safety plan reviews take place with Akers teaching and support staff during general meetings. Procedures are discussed and considered for update/changes based on presenting issues or concerns that require reevaluation of practices addressing student and staff safety. After each fire drill or other safety drill, the drill is evaluated and staff receive emails regarding positive areas as well as areas of improvement.

Safety Plan Appendices

Emergency Contact Numbers

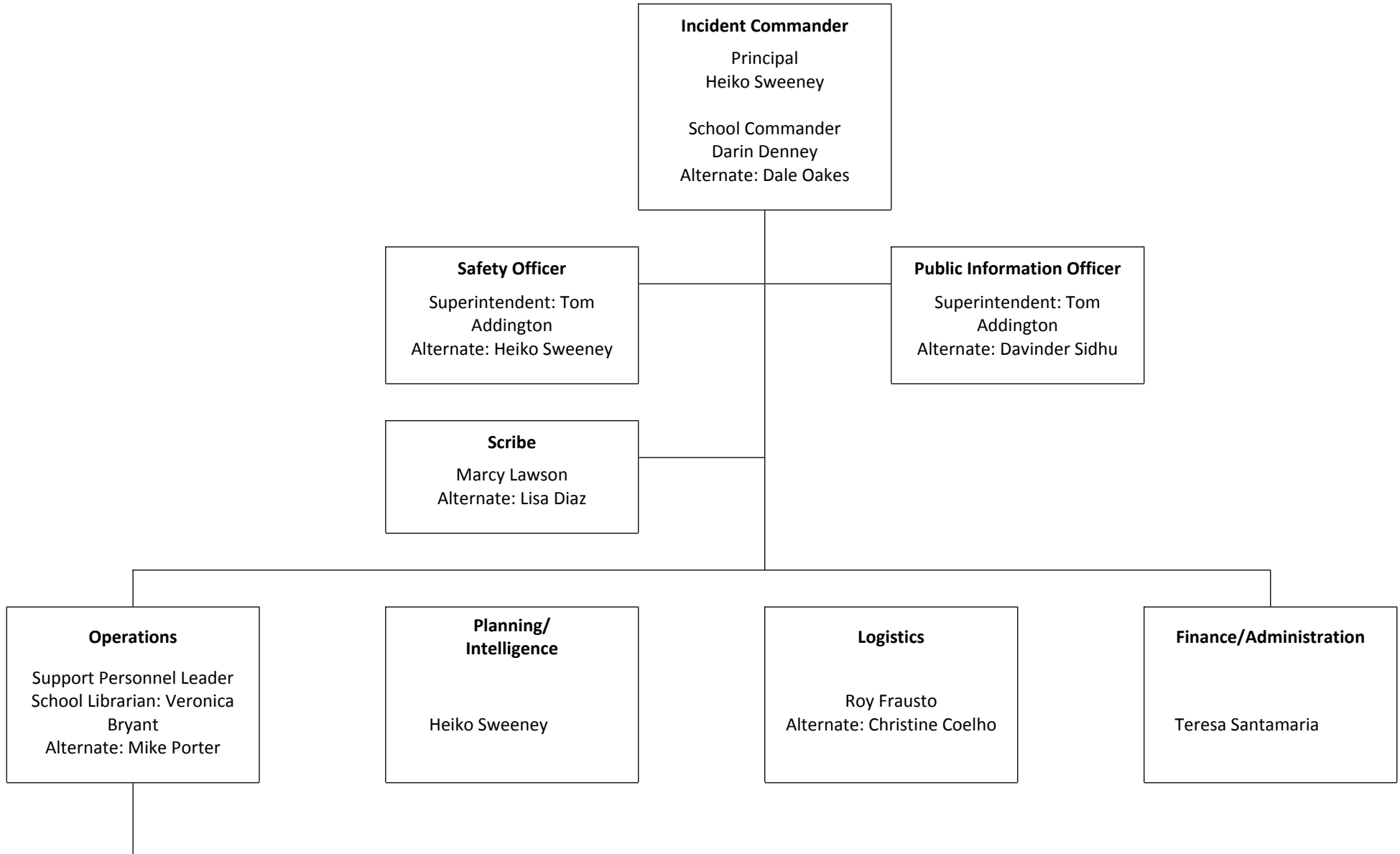
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Central Union School District	559-924-3405	Superintendent, Tom Addington
School District	Central Union School District	559-924-3405	Assistant Superintendent, Davinder Sidhu
School District	Akers School	559-998-5707	Principal, Heiko Sweeney
School District	Akers Schol	559-998-5707	Assistant Principal, Darin Denney
Law Enforcement/Fire/Paramedic	Watch Commander, NAS Lemoore	559-707-2363	Watch Commander on Duty
Law Enforcement/Fire/Paramedic	NAS Lemoore Fire Department	559-998-4749	
Law Enforcement/Fire/Paramedic	NAS Security	559-998-4749	
Law Enforcement/Fire/Paramedic	School Resource Officer	559-801-8946	Kings County Deputy, Lee Wisecarver

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Akers Safety Plan Reviewed and Updated	11/14/2022	Akers School, NAS Lemoore
Akers Safety Plan Reviewed and Approved by SSC	12/06/22	Akers School, NAS Lemoore

Admiral Akers School Incident Command System



**First Aid & Search
Teacher A**
First Aid Leader
Ashley Elder
Alternate: Nurse on duty

**Student Release &
Accountability
TeacherB**
Laurie Heaton
Alternate: Lisa Diaz

Care Team Leader
Karla Rodriquez
Alternate: Martha Vargas

Food Service Leader
Christine Coelho
Alternate: Mercedes Gonzales

Maintenance Leader
Roy Fausto
Alternate: Pablo Avila

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

LEVEL I – OVERSIGHT

The principal in conjunction with the School Commander, Christina Gonzales, evaluates the situation and determines the first response, which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff, that are not in a primary operations role. He/ She also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

The Principal – Mr. Sweeney

- Evaluates the situation
- Determines the first response
- Oversees the situation
- Interfaces with District Office, Parents & Manages (Not in a primary role)

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

The school Emergency Operations Team is responsible for directing “crisis containment” operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

SCHOOL COMMANDER
 Darin Denney
 Alternate: Dale Oakes

- Interacts with Principal to determine appropriate action
- Activates the EOT
- Manages overall operations in conjunction with principal
- Compiles status and final incident report. (Forms #4-7)

LOGISTIC LEADER
 CUSTODIAN: Roy Fausto
 Alternate: Christine Coelho

- Maintains Supplies
- Gets supplies
- Transportation
- Document all Activities – Form #8

PUBLIC INFORMATION OFFICER
 SUPERINTENDANT: Tom Addington
 Alternate: Davinder Sidhu

- Releases all information
- Completes Form #10

SAFETY OFFICER
 Darin Denney

Alternate: Dale Oakes

- Oversees Safety
- Determines if actions by EOT are harmful
- Determines staff/students are evacuated far enough from school
- Completes Form #11

INCIDENT LOG SCRIBE
 Secretary: Marcy Lawson
 Alternate: Lisa Diaz

- Maintains Emergency Kit
- Transport Emergency Kit to Command Post
- Completes Incident report form #14
- Files all forms
- Document all Activities form #8

SUPPORT PERSONNEL LEADER
 Library Clerk: Mike Veronica Bryant
 Alternate: Porter

- Make sure all Radios are distributed and working
- Liaison between EOT and EOST
- Check to see if the Emergency Kit is transported to Command Post

LEVEL III – EMERGENCY OPERATIONS TEAM (EOST)

The Emergency Operations Support Team (EOST) consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operation Team.

STUDENT RELEASE LEADER
 Laurie Lisa Heaton
 Alternate: Diaz

- Updates student rosters & distributes to all teachers
- Creates a Student Emergency file/binder for Command Post
- Documents student release procedures
- Completes Form # 2-3

CARE TEAM LEADER
 Karla Martha Rodriguez
 Alternate: Vargas

- Identifies all Care Team personnel and necessary staging area.
- Notifies local Clergy
- Notifies and locates local counselors or Trauma counselors
- Coordinates aftermath procedures for staff & students

FIRST AID LEADER
 Ashley Nurse on Elder
 Alternate: duty

- Identifies trained personnel and staging area.
- Maintains ample supplies for First Aid Kit
- Administers First Aid

- Assigns personnel to accompany students/staff to hospital.
- Records treatment by Completing Form #12

FOOD	SERVICE	LEADER
Christine		Coelho
Alternate:	Mercedes	Gonzales

- Oversees dispensation of food and water

MANTENANCE		LEADER
Roy		Fausto
Alternate:	Pablo	Avila

- Oversees Utility control
- Assists with building keys
- Directs Emergency Responders

Management	Level	I:	Oversight
The			Principal
Heiko			Sweeney

The principal in conjunction with the School Commander (usually Assistant Principal) evaluates the situation and determines the first response which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff that are not in a primary operations role. He/she also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

District		Officials
Tom		Addington
Teresa		Santamaria
Davinder		Sidhu
Monitors	the event through contact with the	Principal.

Management	Level	II:	Emergency	Operations	Team	(EOT)
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The school Emergency Operations Team is responsible for directing “crisis containment” operations which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

School		Commander
Darin		Denney
Alternate:	Dale	Oakes

Interact with Principal to determine appropriate action; activates the Emergency Operations Team; manages overall operations; compiles status and final incident reports using Forms # 4-7.

Logistics		Leader
Roy		Frausto
Alternate:	Christine	Coelho

Maintains adequate supplies in preparation for emergency; acquires supplies needed to assist individuals such as food, water, bathroom facilities, and transportation (i.e., if the students need to be moved off campus); documents all activity using Form #8.

Public Tom	Information	Officer Addington
Alternate:	Davinder	Sidhu
Releases information to parents, community members, and the media during the crisis; documents all contacts and announcements using	Form #	10.
Safety Darin		Officer Denney
Alternate:	Dale	Oakes
Oversees the safety of students/school staff; determines if response actions/strategies by Emergency Operations Team can cause harm to students/staff; determines whether students have been evacuated far enough from the school; documents events using	Form #	11.
Incident Marcy	Log	Scribe Lawson
Alternate:	Lisa	Diaz
Maintains the Emergency Kit and transports it to the Command Post; assists principal in completing the incident report form to document events, response, outcomes; collects and synthesizes for file all completed forms used to document crisis procedures		
Support Veronica	Personnel	Leader Bryant
Alternate:	Mike	Porter
Serves as liaison between Emergency Operations Team and the Emergency Operations Support Team.		
Management Level III:	Emergency Operations Support Team	
The Emergency Operations Support Team consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operations Team.		
Student Laurie	Release	Leader Heaton
Alternate:	Lisa	Diaz
Periodically updates student rosters and distributes new lists to all teachers for their emergency kits; creates a student emergency card file on each student at the beginning of the year and places it in the Emergency Kit that is used in the Command Post; and, document student release procedures by completing Forms #		2-3.
Care Karla	Team	Leader Rodriguez
Alternate:	Martha	Vargas
Identifies Care Team personnel and necessary staging areas; notifies local clergy, off-site counselors, or other trauma counselors; coordinates aftermath procedures for the students/school staff.		
First Ashley	Aid	Leader Elder
Alternate:	Nurse	on duty

Identifies trained First Aid personnel with Logistical Leader to maintain ample supplies in Emergency First Aid Kit; administers emergency first aid; assigns school personnel to accompany students/staff to area hospitals; keeps records of treatment using Form #12.

Food Christine		Service		Leader Coelho
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Alternate: Oversees	dispensation	Mercedes of	food,	Gonzales water
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Maintenance Roy				Leader Fausto
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Alternate:		Pablo		Avila
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Oversees school utility control as needed in conjunction with the public safety responders; assist with building keys directing emergency responders to the proper area as they arrive at the school campus.

Management Teachers, coaches, aides, and other support staff	Level	IV:	Managing	Students
at all times; and taking student attendance every half hour during before and after each Responds Action (i.e. relocating students) until students are released into their parents/caregivers care.				

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

Step Two: Identify the Level of Emergency

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed than to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Emergency	Contact	Dispatch	Numbers.
1.	Emergency	Dispatch	911
2.	Security	(NAS Lemoore)	998-4749
3.	Kings County Sheriff's Office	Office	582-3211
4.	District	Office	924-3405

MISSING

STUDENT

When any employee suspects a student is missing, he/she should notify the principal, the clerical staff, and the custodians. The principal will notify the superintendent. If the employee who suspects a child is missing is not the child's teacher, the classroom teacher should also be notified. As quickly as possible, all these people should be given the following information:

1.	Name	of	student
2.			Age
3.	Physical		description
4.	Clothing		worn
5.	Last	known	location
6.	Time	last	seen

If the student is not found soon, contact the parents. Notify law enforcement whether or not the parent has notified them.

EVACUATION

The signal for an evacuation is the same as for a fire drill. All students are to immediately vacate the buildings using fire drill procedures. Teachers must take their Class Emergency Lists outside for roll call and appropriate actions. When released by an administrator, students should proceed directly to the location specified (buses, walking in order to another location, or back to the classrooms).

1. All relocation decisions will be made by administrators (or military personnel at NAS).
2. Staff members are to remain with students until all students have been released. Remember to stay calm. Your emotions will feed into students' reactions.
3. Practice fire drills and evacuation procedures on a scheduled basis.

It may be necessary to use all available transportation to transport students and staff from an area of danger to an area of safety. The principal and District Office will coordinate the use of school buses. Aboard NAS Lemoore, Navy buses may be coordinated by members of Security.

If students and staff are transported away from campus, keep in mind that some District kindergarten classes are on a split-day schedule. Avoid a situation where afternoon students arrive and find no one at school.

If students are sent home, notification to teachers should be made in writing and delivered by a staff member. In many emergencies, electronic communication systems are not fully operative. Students should be sent home only on direct orders from the District Office or from military personnel.

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LOCKDOWN

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

1. Begin a "lock down" procedure, and utilize Lockdown signal.
2. Call 911
3. Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
4. If students are not in classrooms, Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.
5. Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
6. Notify the office so a Code Red signal can be sounded (not the same as a fire drill alarm)
7. Lock the doors, Stay away from doors and windows and wait quietly for further instructions.
8. If outdoors, go directly to the nearest classroom. Each teacher should take roll.
9. Pull any curtains or close any blinds and turn off the lights.
10. Take roll (Class Emergency List).
11. Remain in the classroom until an "all clear" announcement is made.

DROP AND COVER
Types of Crisis: Earthquake: Explosion

If inside building

- 1) Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- 2) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
- 3) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- 4) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.

If outside building

- 1) Move away from buildings, trees, fences and power lines
- 2) Drop to your knees
- 3) Clasp both hands behind your neck
- 4) Bury your face in your arms
- 5) Make your body as small as possible
- 6) Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.

Types of Emergencies & Specific Procedures

Aircraft Crash

Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation
3. Students and staff must be kept at a safe distance from the aircraft.
4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)-924-3405
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. Cancel automatic bell system. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility

1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal
7. Teachers

FALLEN AIRCRAFT

In the event of a fallen aircraft, teachers should instruct students to implement duck, cover, and hold procedures. Students should duck under furniture, face away from windows, clasp both hands behind their necks, close their eyes, and cover their ears with their forearms. Students are to hold that position until instructed to stop.

If the buildings or site is evacuated, all students and staff are to maintain a safe distance from the aircraft (at least 400 yards) and move away and upwind to avoid injury from fumes and a possible explosion.

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance

Call animal control, custodian to secure scene.

Armed Assault on Campus

ARREST OF STUDENTS

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.
3. Request to be present during questioning if the student is at least twelve years old, with approval of the student. (Final discretion is that of the officer.)
4. Be present during questioning if the student is less than twelve years old.

Student Searches

In determining whether reasonable suspicion exists, administrators shall consider the following five factors.

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness of the problem which would initiate the search.
3. If there is an immediate need to search.
4. The reliability of the information used to determine the need to search.
5. The location of the student at the time of the incident that caused reasonable suspicion.

When reasonable suspicion is established, the administrator will direct the student to an office or other area separate from other students and adhere to the following guidelines.

1. At least two employees must be present.
2. The student should be directed to empty his/her pockets, purse, wallet, or back pack and to pull any pockets in his/her clothing inside out to demonstrate that they are empty.
3. The administrator should avoid physical contact with the student.
4. If the student refuses to comply, the administrator shall take possession of the purse or other object to examine the contents for a possible violation of law.
5. A pat down of the outer clothing should preferably be done by a staff member of the same gender as the student and must be done quickly with minimal contact. Check the areas around the belt and interior pockets, looking for concealed weapons, drugs, or other contraband. Employees will not conduct strip searches or body cavity searches.
6. If an object is felt, the subject will be asked to remove the object. If the student refused to remove the object, the administrator may remove the object.
7. If the student is combative and refuses to cooperate, immediately discontinue the attempted search and, depending on the circumstances, contact law enforcement personnel.

Removal of a Student

If, during the course of an interview, an officer of the law finds it necessary to remove the student from school, the administrator or designee shall:

1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department he/she represents.
3. Obtain the charges against the minor student.
4. Obtain the destination of the arrested student.
5. Notify a parent or guardian of the student.

Parent Notification

Except in cases of child abuse or neglect, the administrator or designee shall attempt to notify the student's parent/guardian prior to the officer interviewing the student. The parent/guardian shall be informed of the following:

1. The reason for the student being questioned.
2. The officer's name, badge number, and agency represented.
3. The student's destination and the phone number of the arresting agency if the student has been arrested.

Discovery of Weapons or Other Contraband

1. When an individual is found in the possession of a weapon or contraband, the administrator and a law enforcement officer should immediately be called to the scene.

2. If the weapon or contraband is not allowed by law, the officer may take custody of the object(s) and the person who brought in on campus.
3. If the weapon or contraband is not illegal but is prohibited by the Education Code or district policy, the principal or designee will take custody of the object(s) and take appropriate disciplinary action.
4. All property taken from an individual that is not prohibited by law or school policy will be returned.

Biological or Chemical Release

CHEMICAL SPILL OR ACCIDENT

A chemical spill or accident usually happens near a campus, not on it. For this reason, the notification is usually received from the fire or police (security). The following precautions should be taken.

Action

1. Determine the need to evacuate the buildings. This is usually done in consultation with other local authorities.
2. Determine where the students and staff should leave the school grounds.
3. If it is necessary to evacuate the area, move in classroom groups crosswind, never directly with or against the wind which may carry fumes.
4. A custodian will shut down HVAC systems.
5. Render first aid as necessary.
6. Take roll each time students move (Class Emergency List).
7. If outside agencies did not notify the school of the accident, call 911.
8. Notify the district office.
9. Students and staff members are not to return to the buildings (or campus) until the area has been determined safe.
10. If a chemical accident occurs near the end of the school day or before school begins, guides may need to be sent to key points in order to direct students and others away from the affected area.
11. If a full evacuation is necessary from the buildings, use the fire drill exit routes and procedures.

Responsibility

1. Principal
2. Principal
3. Principal/staff
4. Custodian
5. Nurse/staff
6. Teachers
7. Principal/secretary
8. Principal/secretary
9. Principal
10. Principal/staff
11. Principal/staff

Bomb Threat/ Threat Of violence

BOMB

THREAT

All bomb threats must be taken seriously. Immediately go to CODE BLACK. The fire alarm will be used to signal an evacuation from all buildings. Law enforcement must be notified. Normally, a bomb squad will not be called unless a suspicious object is found. Do not transmit with two-way radios, turn off beepers, do not use cell phones, and do not activate microwave ovens. Explosives may be detonated by electronic signals. Cooperate with law enforcement personnel in search the area for foreign or suspicious objects. If one is found, do not touch it or move it.

Person

Receiving

the

Call

1. Use the form on the next page.
2. Keep the caller on the line. Delay the caller with questions and statements such as:
 - What did you say?

- I did not understand you.
- May I have you speak to the principal?

3. Gather and record information about the call. Ask questions.
 - o Where is the bomb?
 - o What time will it detonate?
 - o What kind of bomb is it?
 - o What does the bomb look like?
4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

Office Staff

1. Call 911.
2. Call the District Office at 924-3405.

Bomb Threat Call Reporting Form

- Ask questions. Exact wording of the bomb threat.
1. When is it going to explode? _____
 2. Where is it right now? _____
 3. What does it look like? _____
 4. What kind of a bomb is it? _____
 5. What will cause it to explode? _____
 6. Did you place the bomb? Why? _____
 7. What is your address? _____
 8. What is your name? _____
 9. How can I reach you by phone. _____

Caller's voice: Background sounds:

<input type="checkbox"/> Calm	<input type="checkbox"/> Nasal	<input type="checkbox"/> Traffic	<input type="checkbox"/> Dishes
<input type="checkbox"/> Angry	<input type="checkbox"/> Stutter	<input type="checkbox"/> Voices	<input type="checkbox"/> PA
<input type="checkbox"/> Excited	<input type="checkbox"/> Lisp	<input type="checkbox"/> Music	<input type="checkbox"/> Motor
<input type="checkbox"/> Slow	<input type="checkbox"/> Raspy	<input type="checkbox"/> Animals	<input type="checkbox"/> Baby
<input type="checkbox"/> Rapid	<input type="checkbox"/> Deep	<input type="checkbox"/> Static	<input type="checkbox"/> Local
<input type="checkbox"/> Soft	<input type="checkbox"/> Child	<input type="checkbox"/> Pay phone	<input type="checkbox"/> Long
<input type="checkbox"/> Loud	<input type="checkbox"/> Normal	<input type="checkbox"/> Familiar	<input type="checkbox"/> Laughing
<input type="checkbox"/> Crying	<input type="checkbox"/> Slurred	It sounds like:	_____
<input type="checkbox"/> Distinct	<input type="checkbox"/> Adult	<input type="checkbox"/> Familiar	_____
<input type="checkbox"/> Deep	<input type="checkbox"/> Deep	<input type="checkbox"/> Horse	_____
<input type="checkbox"/> Coughing	<input type="checkbox"/> Whisper		_____

Other information:

Sex of caller: _____

Nationality (by accent): _____

Length of call: _____

Number call was made to: _____

Time and date of call: _____

Threat language: well spoken; educated; foul language; incoherent; irrational; recorded or taped; message read by the threat maker.

Date: _____ Name: _____

Position: _____ Site: _____

People the call was reported to: _____

Phone number of the people: _____

Other remarks: _____

Place a copy of this form under the telephone.

CAMPUS SWEEP AND RESCUE TEAM

Some emergency situations don't allow for a safe or orderly evacuation of buildings. Any time buildings are evacuated and there is a possibility of an injured person remaining somewhere within a building, the Campus Sweep and Rescue Team should take action. The site administrator, predesignated teachers, and predesignated custodians usually make up this team. The team should proceed in an orderly and pre-established sweep pattern, checking each classroom, storage room, auditorium, bathroom, etc. Document which rooms have been checked as the sweep is conducted.

1. The check of each room should be visually, vocally, and physically, if safety allows all three.
2. If an injured student or employee is discovered, one member of the team should remain with the injured person while another member of the team summons help.
3. Team members should also assess any structural damage to school buildings and equipment and determine if they are useable during a continued emergency.
4. The team will need to assess several capabilities (water, gas, electricity, sanitation, phones, etc.).

Bus Disaster

FIELD TRIPS

Field trips present their own special problems during emergencies. Usually students are outside and teachers should be familiar with emergency procedures when students are not in buildings. If students are on a bus during an emergency, the bus driver is in charge but teachers are the people students know and trust so teachers should work closing with the bus driver to keep students calm and safe.

No teacher should leave for a field trip without the names of students, names of parents/guardians of the students, phone numbers and emergency numbers for each student (Class Emergency List). Teachers should also be familiar with any health problems participating students may have. Provision should be made for students with diabetes, asthma, and insect bite allergies.

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge. The responsibility for the release of students still rests, however, with employees of the Central Union School District. The following bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of children.

Responsibilities of the Driver and Teachers

1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:
 - 4.1 Type of accident
 - 4.2 Location of nearest intersection
 - 4.3 Extent of injuries and any request for emergency ambulance service
 - 4.4 Request another bus for to transport students (if necessary)
 - 4.5 Provide the names of people sent to the hospital and name the hospital

Responsibilities of the School of Attendance

1. Notify the District Office (559-924-3405)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians
5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

Disorderly Conduct

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

Earthquake

EARTHQUAKE

Much of California is considered "earthquake country." Because no advance warning is given, earthquake drills should be conducted semi-annually. Use the following procedures when an earthquake begins.

Inside a Building

1. Duck under furniture, clasp your hands around your neck, cover your ears with your forearms, close your eyes, and face away from glass.
2. Students are to remain in this position until it is determined that it is safe to move.
3. If the classroom or building has sustained structural damage, the teacher is to have the students follow normal fire drill procedures (without an alarm sounding) following termination of the quake.
4. Teachers should take roll (Class Emergency List).
5. Assessment of injuries should be made as quickly as possible.
6. Render first aid as needed.
7. Be prepared for strong aftershocks.
8. The office staff will call 911 or other emergency help as needed. Keep phone lines free for emergency use.
9. The principal and maintenance staff will determine the extent of damage and will give clearance when students are able to return to the classroom.
10. If there is significant damage, the superintendent and principal will make a decision about dismissing students from school for the day.

Outside the Building

1. Drop to the ground.
2. Remain in a cleared area free from potential falling objects (trees, backstop, buildings, power lines).
3. Children will remain under the supervision of the nearest school adult when the earthquake occurred until further instructions from the principal.
4. Assessment of injuries should be made as quickly as possible.
5. Render first aid as needed.
6. Under no circumstances should students or staff attempt to return to a building during an earthquake.
7. Be prepared for strong aftershocks.
8. Buses will pull over in an area safe from falling debris.

ELECTRICITY

1. The principal of designee will call PG&E (911 or 1-800-743-5000) or the Lemoore Naval Air Station Public Works Trouble Desk (559-998-4123).

2. The principal will notify the District Office. (559-924-3405)
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.

All surge protectors should be turned off. They should not be turned back on without instructions from the principal.

5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

EMERGENCY KIT

1. Flashlight with batteries stored outside
2. First aid kit
3. Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)
6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact NAS Galley (559-998-4809) and/or Red Cross (559-732-6436)

Explosion or Risk Of Explosion

Action

1. At the sound of an explosion, give the command “drop.”
2. If the explosion occurs within the building or threatens the building, sound the fire alarm.
3. Move to a safe area and supervise students.
4. Render first aid as necessary.
5. Notify the Fire Department (911). On base, pulling the alarm automatically notifies the Fire Department.
6. Notify the Kings County Sheriff’s Office or Security.
7. If there are small fires which you can fight without endangering life, do so.
8. Take roll and account for all pupils (Class Emergency List).
9. Notify the District Office.
10. Notify utility companies of any break or suspected break in lines or pipes that might present an additional hazard.
11. Students and staff members are not to return to the school buildings until they are declared safe.

Responsibility

1. Staff
2. Principal, staff
3. Staff
4. Nurse, staff
5. Principal, clerical
- Principal, clerical
- Custodians, staff
- Teachers
- Principal
- Principal
- Principal, emergency personnel

Fire in Surrounding Area

FIRE

In case of fire, the first priority is to protect human life. Secondary consideration is save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the “all clear” signal.
6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

ORDER OF PROTECTION

Each school office will maintain a list of non-custodial parents with a restraining order (Order of Protection). These individuals will not be allowed into the building or on school property. If a named person attempts entry onto the campus, a school administrator will confront the individual and attempt to convince him/her to leave immediately.

1. Request the a Sheriff’s Deputy or member of Security provide immediate response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a “safe place” inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a “Code Red.”
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Fire on School Grounds

In case of fire, the first priority is to protect human life. Secondary consideration is save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the “all clear” signal.
6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

Flooding

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

Loss or Failure Of Utilities

ELECTRICAL FAILURE

1. The principal of designee will call PG&E (911 or 1-800-743-5000) or the Lemoore Naval Air Station Public Works Trouble Desk (559-998-4123).
2. The principal will notify the District Superintendent's Office. (559-925-2619).
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

WATER LOSS

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks

1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Motor Vehicle Crash

Warning of a motor vehicle crash is usually by sight, sound, or fire. If a vehicle crashes near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the accident scene.
4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)925-2619
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Pandemic

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Pandemic flu occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could therefore overwhelm normal operations in educational settings. Pandemic flu differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- * It is a rare global outbreak that can affect populations around the world.
- * It is caused by a new influenza virus to which people do not have immunity.
- * It can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Pandemic Plan is a general guideline to increase preparedness in the event of an influenza pandemic. The Department of Public Health and the Centers for Disease Control will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. The District will work in concert with the Public Health department on controlling and containing the spread of the virus. Individual schools may be closed temporarily to contain the spread of the virus.

General protocols from both the District and site level include:

1. Working with local health officials and emergency preparedness officials. These agencies may need to use schools to disseminate information to families.
2. Determining the roles and responsibilities of the school staff (including all ancillary staff) to prevent the spread of disease.
3. Training nurses and staff in symptom recognition. Remember that a person who is infected may not show symptoms right away and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
4. Activating heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
5. Ensuring that students and staff members who are ill stay home.
6. Sending sick students and staff home from school immediately.
7. Providing fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
8. Monitoring bulletins and alerts from the Department of Health and Human Services.
9. Keeping staff and community informed of developing issues.
10. Assisting the Department of Health and Human Services in monitoring outbreaks.
11. Implementing online education, if necessary, so that students can stay home.
12. Maintaining surveillance after the initial epidemic in the event a second wave passes through the community.

District employees have a collective responsibility to ensure the protection of all people in the workplace by staying abreast of current public health guidelines to mitigate exposure to Pandemic Flu. Employees are expected to follow guidelines issued by the CDPH, including practicing appropriate Hand Hygiene to prevent the spread of respiratory infections from one person to another, and exercising appropriate Coughing and Sneezing Etiquette

Ensuring site safety of facilities through appropriate disinfection procedures will also be implemented. Such procedures include:

- Cleaning and disinfecting frequently touched surfaces daily and shared workspaces and work items before and after use.
- Storing and using disinfectants in a responsible and appropriate manner according to the label.
- Keeping all disinfectants out of the reach of children.
- Utilizing additional disinfecting procedures such as electrostatic sprayers to neutralize surfaces of potential contaminants and viruses.
- Use of gloves appropriate for the chemicals being used when cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Other considerations within the work setting include, but are not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Following guidance from the CDPH for face-covering use.

- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible.
- Using plexiglass screens in offices and areas where visitors may frequent, as much as practical.
- Closing or limiting access to common areas where employees are likely to congregate and interact.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.

Psychological Trauma

The Central Union School District recognizes the need and responsibility to protect the health, safety and welfare of our students; to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning. This attached policy, regulation, and manual (BP5141.52) corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury

Any staff member who is originally made aware of any threat or witnesses any attempt toward self-harm that is written, drawn, posted on social media, spoken or threatened, will immediately notify the Principal, their Designee or School Counselor/Psychologist. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality will be waived. The District's suicide crisis response procedures will be implemented. The suicide response guidelines are included in the attachments (Exhibit 5141.52 - Manual).

Suicide Threat

Definition - A suicide threat is a verbal or non-verbal communication that the individual intends to harm himself or herself with the intention to die but has not acted on the behavior.

1. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
2. Immediately inform your site Administrator.
3. The site Administrator will notify the School Counselor/Psychologist.
4. The School Counselor/Psychologist will conduct a threat assessment to determine risk and intervention See Exhibit 5141.52 (b).

Suspected Contamination of Food or Water

WATER LOSS

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks. On the base, water can sometimes be connected to the kitchen only directly from a nearby home. This procedure should only be taken with District Office and Navy permission.

- Call the District Office.
- Akers and Neutra should also call Public Works at Lemoore Naval Air Station.
- Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

STEP 5 - Implement and monitor the safety plan.

Document the plan.

Maintain contact with the student.

Monitor whether plan is working and revise as needed.

Unlawful Demonstration or Walkout

Principal stays on site to supervise students

Actions to be taken by administration/certificated staff

- 1) Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent?
- 2) Do your parents know you are leaving campus and will be unsupervised?
- 3) AP or APs, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

Comprehensive School Safety Plan

2023-24 School Year

School: Central Elementary School
CDS Code: 16-63883-6010300
District: Central Elementary School District
Address: 15783 18th Avenue
Lemoore, CA 93245
Date of Adoption: November 3, 2023
Date of Update: 11/3/23
Date of Review:
- **with Staff** Reviewed 11/6/23
- **with Law Enforcement** 11/6/23
- **with Fire Authority**

Approved and/or Reviewed by:




Name	Title	Signature	Date
Anne Gonzales	Principal		
Alyssa Camara	SSC Secretary		
Eli Rodriguez	Custodian		
Deputy Lee Wisecarver	SRO	Reviewed 11/6/23	

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

The intent of the Central Union School District is to provide a safe and secure learning environment for all its students. Two components of providing a safe environment are timely assessment and prevention of crime on our campuses and maintaining an Emergency Disaster Response Plan. The information in this Safe School Plan includes specific courses of action to be taken in case of an emergency as well as daily activities, which help preclude an emergency situation. Each employee should become familiar with this plan so that he or she will be prepared to carry out his/her responsibility should the need arise. Further, this plan deals with daily activities which promote the general welfare of the students in our care.

The incidence of crimes reported at District schools is very low. Current information about reported crimes is maintained at the District Office (559-924-3405). In an effort to maintain a safe school environment, close coordination with local law enforcement agencies is maintained. All suspected crimes are reported to the Kings County Sheriff's Office or the Lemoore Naval Air Station Security Office for investigation. When appropriate, contact is made with Child Protective Services.

The plan is primarily devoted to the welfare and safety of students during school hours. There are some situations where the school may be used as a community resource during a disaster condition. Existing Board policies and administrative regulations have been included along with a copy of the Student Code of Conduct.

An emergency situation may strike any school campus at any time. These emergencies fall into two categories—natural and man-made. Earthquakes, floods, and severe storms can occur with little or no warning and are natural. The possibility of fires, chemical accidents, falling aircraft, the use of firearms, bombs, and hostage taking are examples of man-made emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

Central Elementary School Safety Committee

Central School Safety Committee is comprised of the following school personnel: Principal, Assistant Principal, Head Custodian, Head Cook, School Secretary, General Ed. Teacher, School Nurse, Special Ed. Teacher, Members of the School Site Council which include five parents on the SSC, School Resource Officer

Assessment of School Safety

1) Daily inspection of the campus grounds by custodian and site administration. 2) Regular reviews as preventative measures made by school resource officer with members of the safety team. 3) Daily communication and feedback of playground equipment and grounds provided to site administration by support staff and yard supervisors.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

In accordance with education code, Central school develops the comprehensive school safety plan using the input of committee members to address various components of safety.

The following procedures and exercises are in place for all staff and students related to school safety.

1. Student Code of Conduct - Refer to the Student Handbook and Education codes addressing suspension and expulsion matters
2. Safe Ingress to and egress to travel on to campus and off campus for students, staff and parent/school community members
3. Incident reporting procedures for reporting acts of bullying and acts of school vandalism/crime
4. Annual and monthly exercise drills for emergency disaster preparedness and procedures (i.e. fire drills, evacuation, drop and cover, intruder on campus, medical lockdown)
5. Policies and procedures regarding acts of harassment, discrimination, and notification of dangerous students to teaching staff.
6. Mandated reporting procedures for all certificated and classified staff
7. Volunteer training and procedures including Raptor check-in and volunteer badges are issued.
8. Anti-bully awareness campaign (October) and ongoing year-long activities infused in the school to address Kindness, Inclusion and Acceptance
9. Administration/Counseling support to address situations of peer conflict concerns

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

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under below under "Grounds for Suspension and Expulsion: Grades K-12" or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

In accordance with Penal Code (PC11165) and Central Union School District Board Policy (BP 5141.4), all employees of the Central Union School District are mandated to report any known or suspected child abuse and neglect instances.

A mandated reporter shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (PC1166)

Procedures and guidance are included as attachments (BP & AR 5141.4 Child Abuse Prevention And Reporting)

CHILD ABUSE/NEGLECT

When a child is suspected of being the victim of child abuse or neglect and is being removed from school premises, the principal or designee shall provide the telephone number and address of the student's parent/guardian to an officer of the law. The officer has the responsibility to notify the parent/guardian.

All staff associated with the school are considered mandated reporters. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; district office administrators, and district school resource officers.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

SCHOOL SHELTER CAPACITIES

During a major disaster, the District may be directed to utilize school facilities as Mass Care Centers. The American Red Cross has been charged by Congress with the responsibility for assisting families and individuals to meet disaster-caused needs that cannot be met with family or individual resources.

Cafeteria Capacities

Akers 480
Central 287
Neutra 450
Stratford 656

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under below under "Grounds for Suspension and Expulsion: Grades K-12" or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel - Recommendation for Expulsion

Should a student violate one of the offenses outlined below, the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation for Expulsion

Should a student violate one of the offenses below, the principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the student for any of the following acts below committed at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

School Site Alternative

The following school site alternative may also be used with suspension or in place of suspension as listed on the preceding pages. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. Alternatives include, but are not limited to, the following:

1. Student conference
2. Parent conferences
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.
7. Detention
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Work Detention
14. Saturday School

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

In accordance with education code, the Central site administration informs teaching staff and applicable staff of students who may pose a danger in the classroom and other pertinent locations on the school campus. All notifications are confidential and any communicate is not shared or disseminated to unauthorized personnel or parties.

THREAT ASSESSMENT AND RESPONSE PROTOCOL©
Comprehensive School Threat Assessment Guidelines
OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm? No, Not a threat. Might be an expression of anger that merits attention.

Yes

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone? Yes, Case resolved as transient; add services as needed.

No

Step 3. Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

Serious

Case resolved as serious substantive threat; add services as needed.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5. Implement and monitor the safety plan.

Document the plan.

Maintain contact with the student.
Monitor whether plan is working and revise as needed.

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

Upon receiving a complaint of discrimination or harassment, the site administration shall immediately investigate the complaint in accordance with site/level procedures specified in AR 5145.7 – Sexual Harassment

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Central school follows a dress code prohibiting gang related apparel at school or school activities, the principal or designee, staff and parents/guardians participate in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displaced on a school campus (Education Code 32282). Articles of clothing, which display gang symbols or affiliation, profanity, or products, or slogans, which promote tobacco, alcohol, drugs, or violence, are not allowed. This information is communicated and referenced to all stakeholders in the Central Student Parent Handbook, Back to School Night and Welcome Back to School letters.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

For safety purposes, students should not arrive at school prior to 7:20am, which is the arrival time of the first bus. Students walking to school or for those being transported privately, parents/guardians are advised to not drop their student off before 7:30am. Parents/guardians are advised to drop off their student at their designated at the parent drop off and pick up parking lot located on 18th Ave. Additionally, parent/guardians are to come to the school office and check out the student should they need to take the student during the school day.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Central School Wide Behavior Expectations -Tier 1 practices that assist in maintaining a safe and orderly campus and promote positive learning.

1. Central School student "Wolf Rights" are posted in every classroom; one to two wolf rights are stated in every morning announcement by the school principal (Right to be Heard, Safe, Learn and Respected).
2. Central has implemented "The WOLF Way - Welcoming Opportunities for Learning and having Fun". Assemblies for students in grades 4th-8th grade addressing positive school wide behaviors and incentives are reviewed.
3. School wide expectation banners are posted in all areas of the campus which incorporate reminders of positive and desired behaviors (banners highlight conduct in or on: bus, cafeteria, bathrooms, health office, school front office, library, P.E. classroom, Counseling and Student Support room). One of these expectations in one of these areas is highlighted daily during morning announcements by the school principal.
4. Playground Training is offered to over a period of 6 days for K-5th grade students and 4 days for 6th-8th grades at the beginning of the school year. Instructional aides review rules, use of equipment, model acceptable behavior and discuss consequences. Zones for areas of play and the category of play are also reviewed for student understanding.
6. National Anti-Bullying Awareness Campaign – Designed appropriate lessons which afford modeling and role playing to all students in grades Kinder-4th graders. The school counselor/school social work interns deliver lessons (whole class) that discuss acceptable student behaviors/interaction, promote conflict resolution and advocacy.
7. Instructional Aide Training – Supervision Handbook. A review and training of student behaviors and expectations for various settings.
8. Random Acts of Kindness - Curriculum is used throughout the K-8th grade classrooms.
9. Activities emphasizing RAK, acceptance, inclusion and kindness are afforded to students throughout the school year. Some these include: Unity Day/Month- October, World Kindness Day - November, etc.

10. Central "Wolves In Training" - Recess Alternative for minor behavior infractions at recess

Element:

School Wide Positive Expectations and Discipline Program

Opportunity for Improvement:

Continue to identify areas of need, develop program components and design opportunities for services/resources to offer all students that promote a safe learning environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Offer students and faculty a safe, clean and orderly place for learning and teaching.	Provide opportunities for students to know and learn positive behaviors and expected behaviors.	Site Administration, Student Feedback, School Wide Positive Behavior Matrix, School Support Counselor and Social Work Intern	Site Administration	Attendance data, Referrals data, Student Progress Reports and Report Cards
	Train staff to understand student developmental needs and areas of supervision required at non-class time.	Site Administration	Site Administration	Panorama SEL surveys
	Train classified staff strategies for proper supervision and de-escalation procedures.	Site Administration, School Counselor and Psychologist	Site Administration	

Component:

Attendance -

Element:

Central school considers punctual and regular school attendance as being essential to a student's success. A major threat to academic success and a contributing factor to producing unsatisfactory schoolwork are school absences. Our goal and commitment is to assist parents/guardians to understand the legal requirements regarding school attendance in accordance with board policies and State education code.

Opportunity for Improvement:

Continue to promote regular school attendance and understand and remove factors associated with school refusal for students as it relates to their educational experience.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain an attendance rate of 95% or better for the school year.	Provide parents and guardians with information regarding attendance laws and regulations.	Daily monitoring of all attendance via Powerschool	Site Administration, School Office Clerk	Student Attendance reports conducted daily, monthly
Monitor truancy cases	Submit cases to Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).	Letters addressing ongoing tardies, truancy and chronic absenteeism are developed and monitored and sent to families.	Site Administration, School Office Clerk	Number of students receiving recognition and incentive awards for perfect and outstanding attendance
	Continue to provide incentives and reward systems for perfect and outstanding attendance	SART and SARB procedures are followed	Site Administration, School Resource Officer and School Office Clerk	Number of cases submitted to SART and SARB
	Provide student activities that promote attendance awareness and school spirit, connectedness and belonging.	Attendance Incentives including daily, weekly, monthly and trimester awards are afforded to all students who qualify. Wolf Pack Store dollars are provided for attendance for the student store.	Site Administration, Teaching staff	
	Central Attendance Coalition which meets monthly to understand and make recommendations for attendance patterns/concerns. SRR Liaisons are assisting with monitoring students.	CAC meetings are held quarterly to evaluate progress of attendance patterns.	Site Administration, District Office Personnel, SRR Education and Recreation Department, School Counselor/Psychologist	

Component:

Student Behavior - Code of Conduct

Element:

Students are responsible for good behavior while at school. There are classroom & playground student expectations, which must be followed. Should a student choose to ignore the student expectations, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within the Parent/Student handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. This handbook is made available to parents online/print for parent/guardian review with their child. It is important that the student knows the consequences of his/her behavior.

Classroom policies are also developed to address student behavior which are shared at with students in the classroom; parents/guardians at Back to School events; parent conferences, other forms of school to parent/guardian communicate (i.e. phone call, text message, email, home visits).

Opportunity for Improvement:

Continue to find ways of engaging students in making positive decisions that avoid punitive measures but instead promote corrective measures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Central school will maintain a suspension rate of 5% or less over the school year.	<p>Work with students daily on understanding school wide expectations.</p> <p>Provide multiple methods of corrective measures for students to curb their undesirable behaviors</p> <p>Provide playground training to all students so they understand how to safely use equipment and turn taking/communication skill building</p>	<p>Instructional Aides Site Administration Teaching Staff School Resource Officer and District Personnel School Assemblies on "The WOLF Way" "Central Crew" "Wolves in Training"</p>	<p>Instructional Aides Site Administration Teaching Staff School Resource Officer</p>	<p>Number of student referrals for discipline concerns</p>

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Central Elementary School Student Conduct Code

Central school maintains high standards of conduct and behavior for all students. It is believed that appropriate student conduct is essential in order to make each student’s experience at school meaningful, productive, and enjoyable. The development of proper school behavior is necessary to provide an effective learning environment for all students and to accomplish the following:

1. Develop the student’s ability to assume responsibility for his/her actions.
2. Develop the student’s ability to make appropriate decisions regarding his/her actions based on “cause and effect” relationships.
3. Develop the student’s awareness of the impact of his/her actions on the rights of others.
4. Develop the student’s ability to deal with problems and/or conflicts within the framework of accepted social standards.
5. Develop the student’s sense of respect for himself/herself, other people, property, and the laws governing today’s society.

Close cooperation between the home and the school is vital in the development of appropriate behavior patterns. Thus, it is important that all concerned parties are aware of what the rules are and why they exist. With this in mind, the following is provided for your guidance and information. The rules governing the behavior of students and the operation of the school reflect three guiding principles: (1) the school exists as a place to learn; (2) teachers have a right to teach and all students have a right to learn; and (3) self-discipline is the key to school discipline. Central's expectation for student conduct is embedded in use of common sense, good manners, and respect for one another.

Students are responsible for good behavior while at school. There are classroom rules and playground rules, which must be followed. Should a student choose to break the rules, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within this handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. Be sure to review this Conduct Code with your child. It is important that the student knows the consequences of his/her behavior.

Central School

Positive School Wide Expectations

Setting Be Safe Be Respectful Be Responsible

Note: Reference "Central School - Positive School Wide Expectations" Handout provided at the beginning of the school year.

“The WOLF Way”

- Welcome
1. Be kind and encourage others
 2. Show respect and treat others with kindness.

3. Seeks first to understand, then to be understood.

- Opportunities for
1. Stop, think and make good choices for self and others
 2. Be prepared and open to new ideas
 3. Be curious, ask questions.

- Learning and for
1. Have fun in learning the answers, you don't always have to have one.
 2. Actively listen and participate in your own learning
 3. Give learning a chance. Give your best effort.

- Friendships
1. Use positive words when communicating with others
 2. Be open to new friendships and connected to old ones
 3. Bring positive energy for learning and getting to know others

Is what I am doing or saying done with or showing others that I am:

Welcome

Opportunities

Learning

Friendships

Conduct Code Procedures

The general function of the public school is to prepare youth for positive citizenship in a democratic society. A strong academic program is essential to citizenship development, but intellectual training, which ignores moral values, is useless to either society or the individual.

Human behavior has always required intelligent control and restraint both from without and from within the individual.

Whenever these restraints or controls are ignored, society breaks down or the individual is in conflict with society.

Habits of correct or acceptable behavior are learned. As in all learning, growth is based upon insight and understanding.

The best discipline, therefore, is that which the students understand and will accept.

The number of rules does not determine the effectiveness of student control. Democratic society depends upon a self-disciplined citizenry.

Every effort will be made to prevent discipline problems from occurring. Teachers and administrators will be constantly alert to any unusual symptom that could develop into a serious situation. It is better to solve problems than to correct mistakes.

It is the right and privilege of every student to attend school. However, with these rights comes the responsibility to abide by and adhere to the regulations established by the California Education Code which states: "All pupils shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers of the school."

A lack of follow-through on assigned work (whether homework or class work) is a motivational problem to be solved by the student, the teacher, and the parent. Care should be taken to determine the reason a student does not complete assigned work. The aim of the Central Union School District is to address the cause, not the symptom. A student with good self-discipline does complete his/her assignments. A student who does not complete his/her assignments frequently exhibits frustration and/or boredom. A student who chooses to use work time for inappropriate behavior can expect to have discipline problems.

A well-disciplined student body reflects the efforts of the entire staff. The administration can establish a conduct code consisting of rules and procedures but unless it is meaningful in purpose and understood and respected by students, parents, and teachers, it can never be effective.

School Site Corrective Measures

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. The school shall also consider the attitude of the student, the corrective measure to be utilized by the parent(s) at home, the seriousness of the infraction, the number of similar violations committed by the student, the established intent of the student, and other alternatives which convey to the student and to all the students at large, that an appropriate consequence shall be implemented commensurate with the seriousness of the infraction. Alternatives include, but are not limited to, the following:

The following school site alternative may also be used with suspension or in place of suspension as listed.

1. Student Counseling
2. School Resource Office Contact
3. Parent conferences
4. School nurse intervention
5. School site change
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of the classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Campus Beautification
14. Loss of internet privileges or device
15. Saturday School
16. Suspension

Cumulative or excessive (15 or more) infractions, will result in site notification to the superintendent for consideration of additional alternatives or other measures.

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

As per guidance in BP 5145.9 (Hate-Motivated Behavior), a student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. (See attachments for policy).

(J) Procedures to Prepare for Active Shooters

The school staff receives annual training on active shooter response and counter measures. The school site performs periodic drills with both staff and students on procedures for armed intruders and or threats to the school site. School security walkthrough performed annually with school site administration and custodial personnel.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Central school provides guidance and assistance with all students in all grade levels by promoting positive behaviors and in random acts of kindness curriculum. Students receive regularly scheduled lessons with a focus on building student advocacy, understanding empathy for fellow students and information on how to assist in cases where students are experiencing concerns with bullying and/or cyber bullying. Counselors also provide in class lessons and discussion regarding the negative impacts of being bullied and available resources students can turn to in the event reports or assistance is necessary. Central school utilizes the STOP It system and website for reporting acts of bullying or cyberbullying for all students. Posters regarding the website and access information are posted in each classroom and throughout the school as well as the district webpage.

Safety Plan Review, Evaluation and Amendment Procedures

Regular safety plan reviews take place with Central teaching and support staff during general meetings. Procedures are discussed and considered for update/changes based on presenting issues or concerns that require reevaluation of practices addressing student and staff safety.

Safety Plan Appendices

Emergency Contact Numbers

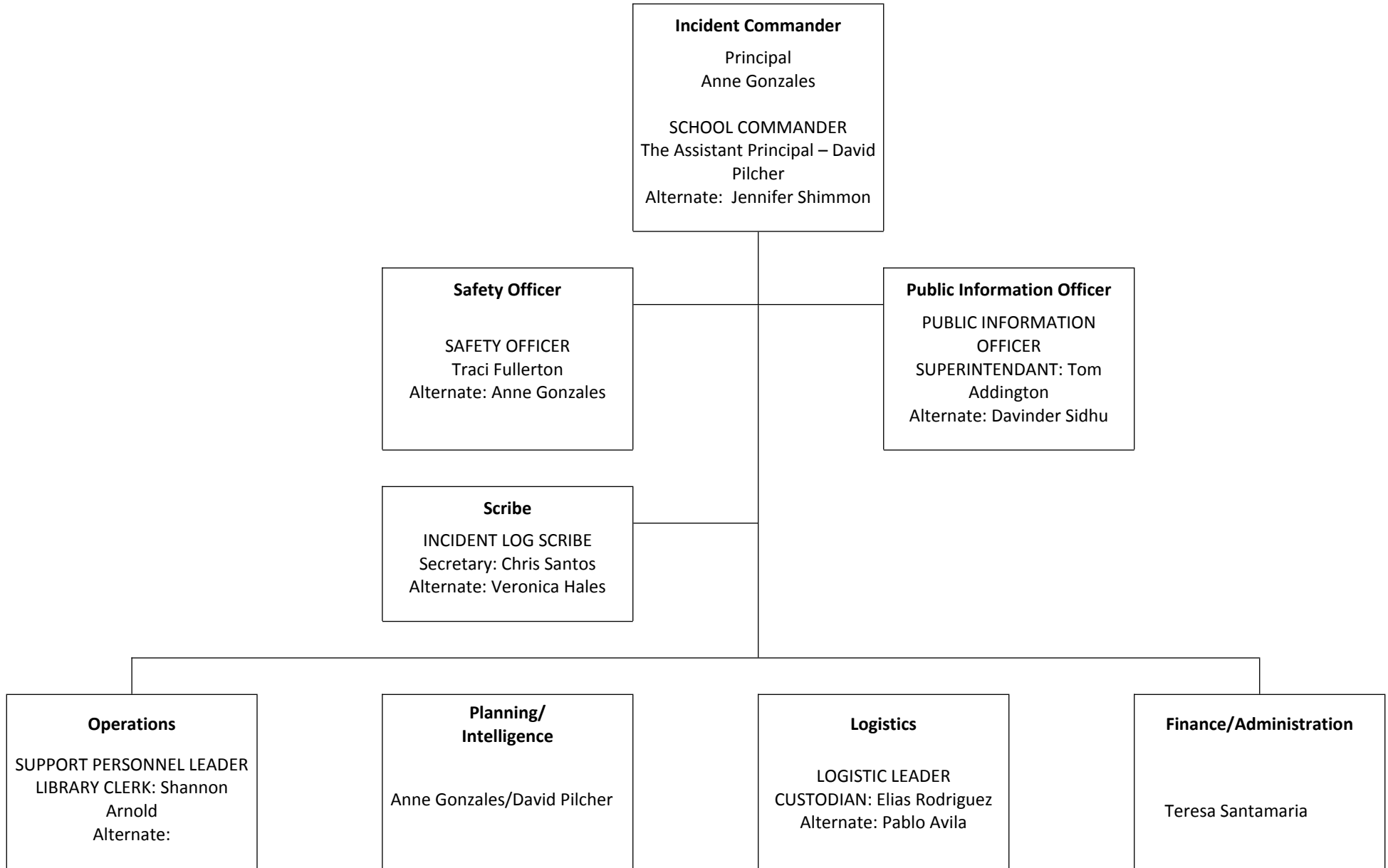
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Kings County Sheriff Department	582-3211 Ext. 2720	Deputy Lee Wiscarver, SRO
Law Enforcement/Fire/Paramedic	Kings County Fire Department	924-2626	
Public Utilities	Pacific Gas & Electric (PG&E)	1-800-743-5000)	
American National Red Cross	Red Cross (Kings County)	(559)-732-6436	
Other	Kings County Child Protective Services	(559)-582-8776	
Other	Poison Control Center	1-800-222-1222	
Other	Kings County Mental Health	582-4481/1-800-655-2553	
School District	Central Union School District	559-924-3405	Tom Addington/Traci Fullerton
	Principal	559-917-1349	Anne Gonzales
	Assistant Principal	559-696-0779	David Pilcher

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Central Safety Plan Reviewed and Updated	8/14/23 @ 11:00am	Central Welcome Back Certificated Staff Meeting,
School Site Council Meeting	10/05/22 @ 2:30pm	SSC meeting #1
School Site Council Meeting	11/03/23 @ 2:30pm	SSC Meeting #2
Safety Campus Debrief with Plant Meeting Staff	Every Friday @ 8:30am	Plant Meetings each Friday
Instructional Aides Meeting	8/15/23 @ 8am	Central Welcome Back Instructional Aides Meeting
Staff Meetings	Every 2nd & 4th Thursday @ 3pm	Central Staff Meetings

Central Elementary School Incident Command System



**First Aid & Search
Teacher A**
FIRST AIDE LEADER
Carrie Dozier
Alternate: Kelly Estes

**Student Release &
Accountability
TeacherB**
STUDENT RELEASE LEADER
Daniel Olveda
Alternate: Alyssa Camara

CARE TEAM LEADER
Martha Vargas
Alternate: Kelli Sowers

FOOD SERVICE LEADER
Christine Coehlo
Alternate: Yesenia Guzman

MAINTENANCE LEADER
Elias Rodriguez
Alternate: Pablo Avila

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

LEVEL I – OVERSIGHT

The principal in conjunction with the School Commander (Traci Fullerton) evaluates the situation and determines the first response, which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff that are not in a primary operations role. He/ She also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

The Principal – Anne Gonzales

- Evaluates the situation
- Determines the first response
- Oversees the situation
- Interfaces with District Office, Parents & Manages (Not in a primary role)

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

The school Emergency Operations Team is responsible for directing “crisis containment” operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

SCHOOL COMMANDER
 The Assistant Principal – Jennifer – David Pilcher
 Alternate: Shimmon

- Interacts with Principal to determine appropriate action
- Activates the EOT
- Manages overall operations
- Complies status and final incident report. (Forms #4-7)

LOGISTIC CUSTODIAN: ELIAS RODRIGUEZ
 Alternate: Pablo Avila

- Maintains Supplies
- Gets supplies
- Transportation
- Document all Activities – Form #8

PUBLIC INFORMATION OFFICER
 SUPERINTENDANT: Tom Addington
 Alternate: Davinder Sidhu

- Releases all information
- Completes Form #10

SAFETY OFFICER
 Traci Fullerton

Alternate: Anne Gonzales

- Oversees Safety
- Determines if actions by EOT are harmful
- Determines staff/students are evacuated far enough from school
- Completes Form #11

INCIDENT LOG SCRIBE
Secretary: Chris Santos
Alternate: Veronica Hales

- Maintains Emergency Kit
- Transport Emergency Kit to Command Post
- Completes Incident report form #14
- Files all forms
- Document all Activities form #8

SUPPORT PERSONNEL LEADER
Library Clerk: Shannon Arnold
Alternate:

- Make sure all Radios are distributed and working
- Liaison between EOT and EOST
- Check to see if the Emergency Kit is transported to Command Post

LEVEL III – EMERGENCY OPERATIONS TEAM (EOST)

The Emergency Operations Support Team (EOST) consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operation Team.

STUDENT RELEASE LEADER
Daniel Alyssa Olveda
Alternate: Alyssa Camara

- Updates student rosters & distributes to all teachers
- Creates a Student Emergency file/binder for Command Post
- Documents student release procedures
- Completes Form # 2-3

CARE TEAM LEADER
Alternate: Kelli Sowers

- Identifies all Care Team personnel and necessary staging area.
- Notifies local Clergy
- Notifies and locates local counselors or Trauma counselors
- Coordinates aftermath procedures for staff & students

FIRST AIDE LEADER
Carrie Kelly Dozier
Alternate: Kelly Estes

- Identifies trained personnel and staging area.
- Maintains ample supplies for First Aid Kit
- Administers First Aid

- Assigns personnel to accompany students/staff to hospital.
- Records treatment by Completing Form #12

FOOD	SERVICE	LEADER
CHRISTINE		COEHLO
Alternate:	Yesenia	Guzman

- Oversees dispensation of food and water.

MAINTENANCE		LEADER
ELIAS		RODRIGUEZ
Alternate:	Pablo	Avila

- Oversees Utility control
- Assists with building keys
- Directs Emergency Responders

Management	Level	I:	Oversight
The			Principal
Anne			Gonzales

The principal in conjunction with the School Commander (usually Assistant Principal) evaluates the situation and determines the first response which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff that are not in a primary operations role. He/she also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

District		Officials
Tom		Addington
Davinder		Sidhu
Teresa		Santamaria
Monitors	the event through contact with the	Principal.

Management	Level	II:	Emergency	Operations	Team	(EOT)
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The school Emergency Operations Team is responsible for directing "crisis containment" operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

School		Commander
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Alternate:	Jennifer	Shimmon
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Interact with Principal to determine appropriate action; activates the Emergency Operations Team; manages overall operations; compiles status and final incident reports using Forms # 4-7.

Logistics		Leader
Elias		Rodriguez

Alternate:	Christine	Coehlo
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Maintains adequate supplies in preparation for emergency; acquires supplies needed to assist individuals such as food, water, bathroom facilities, and transportation (i.e., if the students need to be moved off campus); documents all activity using Form #8.

Public	Information	Officer
Tom		Addington

Alternate: Teresa Santamaria
 Releases information to parents, community members, and the media during the crisis; documents all contacts and announcements using Form # 10.

Safety Officer
 Traci Fullerton

Alternate: Anne Gonzales
 Oversees the safety of students/school staff; determines if response actions/strategies by Emergency Operations Team can cause harm to students/staff; determines whether students have been evacuated far enough from the school; documents events using Form # 11.

Incident Log Scribe
 Chris Santos

Alternate: Veronica Hales
 Maintains the Emergency Kit and transports it to the Command Post; assists principal in completing the incident report form to document events, response, outcomes; collects and synthesizes for file all completed forms used to document crisis procedures

Support Personnel Leader
 Shannon Arnold

Alternate: Kelly Estes
 Serves as liaison between Emergency Operations Team and the Emergency Operations Support Team.

Management Level III: Emergency Operations Support Team
 The Emergency Operations Support Team consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operations Team.

Student Release Leader
 Daniel Olveda

Alternate: Alyssa Camara
 Periodically updates student rosters and distributes new lists to all teachers for their emergency kits; creates a student emergency card file on each student at the beginning of the year and places it in the Emergency Kit that is used in the Command Post; and, document student release procedures by completing Forms # 2-3.

Care Team Leader
 Martha Vargas

Alternate: Kelli Sowers
 Identifies Care Team personnel and necessary staging areas; notifies local clergy, off-site counselors, or other trauma counselors; coordinates aftermath procedures for the students/school staff.

First Aid Leader
 Carrie Dozier

Alternate: Samantha Erickson
 Identifies trained First Aid personnel with Logistical Leader to maintain ample supplies in Emergency First Aid Kit; administers emergency first aid; assigns school personnel to accompany students/staff to area hospitals; keeps records of treatment using Form #12.

Food Service Leader
 Christine Coehlo

Alternate: Yesenia Guzman

Oversees dispensation of food, water.

Maintenance Leader
Elias Rodriguez

Alternate: Pablo Avila
Oversees school utility control as needed in conjunction with the public safety responders; assist with building keys directing emergency responders to the proper area as they arrive at the school campus.

Management Level IV: Managing Students
Teachers, coaches, aides, and other support staff managing welfare of students; know the whereabouts of all students in their care at all times; and taking student attendance every half hour during before and after each Responds Action (i.e. relocating students) until students are released into their parents/caregivers care.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building?

Step Two: Identify the Level of Emergency

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed than to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Emergency	Contact	Dispatch	Numbers.
1.	Emergency	Dispatch	911
2.	Kings County Sheriff's	Office (559)	582-3211
4.	District Office	(599)	924-3405

MISSING

STUDENT

When any employee suspects a student is missing, he/she should notify the principal, the clerical staff, and the custodians. The principal will notify the superintendent. If the employee who suspects a child is missing is not the child's teacher, the classroom teacher should also be notified. As quickly as possible, all these people should be given the following information:

1. Name of student
2. Age
3. Physical description
4. Clothing worn
5. Last known location
6. Time last seen

If the student is not found soon, contact the parents. Notify law enforcement whether or not the parent has notified them.

EVACUATION

The signal for an evacuation is the same as for a fire drill. All students are to immediately vacate the buildings using fire drill procedures. Teachers must take their Class Emergency Lists outside for roll call and appropriate actions. When released by an administrator, students should proceed directly to the location specified (buses, walking in order to another location, or back to the classrooms).

1. All relocation decisions will be made by administrators (or Sheriff Department).
2. Staff members are to remain with students until all students have been released. Remember to stay clam. Your emotions will feed into students' reactions.
3. Practice fire drills and evacuation procedures on a scheduled basis.

It may be necessary to use all available transportation to transport students and staff from an area of danger to an area of safety. The principal and District Office will coordinate the use of school buses.

If students and staff are transported away from campus, it is important to keep in mind that some classes are on a split-day schedule such as Preschool. All communication well be made in order to avoid a situation where afternoon students arrive and find no one at school.

If students are sent home, notification to teachers should be made in writing and delivered by a staff member. In many emergencies, electronic communication systems are not fully operative. Students should be sent home only on direct orders from the District Office.

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LOCKDOWN

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

1. Begin a "lock down" procedure, and utilize Lockdown signal.
2. Call 911
3. Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
4. If students are not in classrooms, Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.
5. Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
6. Notify the office so a Code Red signal can be sounded (not the same as a fire drill alarm)
7. Lock the doors, Stay away from doors and windows and wait quietly for further instructions.
8. If outdoors, go directly to the nearest classroom. Each teacher should take roll.
9. Pull any curtains or close any blinds and turn off the lights.
10. Take roll (Class Emergency List).
11. Remain in the classroom until an "all clear" announcement is made.

DROP AND COVER
 Types of Crisis: Earthquake: Explosion

If inside building

- 1) Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- 2) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
- 3) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- 4) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.

If outside building

- 1) Move away from buildings, trees, fences and power lines
- 2) Drop to your knees
- 3) Clasp both hands behind your neck
- 4) Bury your face in your arms
- 5) Make your body as small as possible
- 6) Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.

Types of Emergencies & Specific Procedures

Aircraft Crash

Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation
3. Students and staff must be kept at a safe distance from the aircraft.
4. Notify the Kings County Sheriff's Office or you may just call 911.
5. Notify the Superintendent. (559)-924-3405
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. Cancel automatic bell system. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility

1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal

In the event of a fallen aircraft, teachers should instruct students to implement duck, cover, and hold procedures. Students should duck under furniture, face away from windows, clasp both hands behind their necks, close their eyes, and cover their ears with their forearms. Students are to hold that position until instructed to stop.

If the buildings or site is evacuated, all students and staff are to maintain a safe distance from the aircraft (at least 400 yards) and move away and upwind to avoid injury from fumes and a possible explosion.

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance

In cases of animal disturbances, the site contacts Kings County Animal Control - Dispatch @ 559-582-3211 ext. 2720.

Armed Assault on Campus

ARREST OF STUDENTS

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.
3. Request to be present during questioning if the student is at least twelve years old, with approval of the student. (Final discretion is that of the officer.)
4. Be present during questioning if the student is less than twelve years old.

Student Searches

In determining whether reasonable suspicion exists, administrators shall consider the following five factors.

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness of the problem which would initiate the search.
3. If there is an immediate need to search.
4. The reliability of the information used to determine the need to search.
5. The location of the student at the time of the incident that caused reasonable suspicion.

When reasonable suspicion is established, the administrator will direct the student to an office or other area separate from other students and adhere to the following guidelines.

1. At least two employees must be present.
2. The student should be directed to empty his/her pockets, purse, wallet, or back pack and to pull any pockets in his/her clothing inside out to demonstrate that they are empty.
3. The administrator should avoid physical contact with the student.
4. If the student refuses to comply, the administrator shall take possession of the purse or other object to examine the contents for a possible violation of law.
5. A pat down of the outer clothing should preferably be done by a staff member of the same gender as the student and must be done quickly with minimal contact. Check the areas around the belt and interior pockets, looking for concealed weapons, drugs, or other contraband. Employees will not conduct strip searches or body cavity searches.
6. If an object is felt, the subject will be asked to remove the object. If the student refused to remove the object, the administrator may remove the object.
7. If the student is combative and refuses to cooperate, immediately discontinue the attempted search and, depending on the circumstances, contact law enforcement personnel.

Removal of a Student

If, during the course of an interview, an officer of the law finds it necessary to remove the student from school, the administrator or designee shall:

1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department he/she represents.
3. Obtain the charges against the minor student.
4. Obtain the destination of the arrested student.
5. Notify a parent or guardian of the student.

Parent Notification

Except in cases of child abuse or neglect, the administrator or designee shall attempt to notify the student's parent/guardian prior to the officer interviewing the student. The parent/guardian shall be informed of the following:

1. The reason for the student being questioned.
2. The officer's name, badge number, and agency represented.
3. The student's destination and the phone number of the arresting agency if the student has been arrested.

Discovery of Weapons or Other Contraband

1. When an individual is found in the possession of a weapon or contraband, the administrator and a law enforcement officer should immediately be called to the scene.
2. If the weapon or contraband is not allowed by law, the officer may take custody of the object(s) and the person who brought in on campus.
3. If the weapon or contraband is not illegal but is prohibited by the Education Code or district policy, the principal or designee will take custody of the object(s) and take appropriate disciplinary action.
4. All property taken from an individual that is not prohibited by law or school policy will be returned.

Biological or Chemical Release

A chemical spill or accident usually happens near a campus, not on it. For this reason, the notification is usually received from the fire or police (security).

The following precautions should be taken.

Action

1. Determine the need to evacuate the buildings. This is usually done in consultation with other local authorities.
2. Determine where the students and staff should leave the school grounds.
3. If it is necessary to evacuate the area, move in classroom groups crosswind, never directly with or against the wind which may carry fumes.
4. A custodian will shut down HVAC systems.
5. Render first aid as necessary.
6. Take roll each time students move (Class Emergency List).
7. If outside agencies did not notify the school of the accident, call 911.
8. Notify the district office.
9. Students and staff members are not to return to the buildings (or campus) until the area has been determined safe.
10. If a chemical accident occurs near the end of the school day or before school begins, guides may need to be sent to key points in order to direct students and others away from the affected area.
11. If a full evacuation is necessary from the buildings, use the fire drill exit routes and procedures.

Responsibility

1. Principal
2. Principal
3. Principal/staff
4. Custodian
5. Nurse/staff
6. Teachers
7. Principal/secretary
8. Principal/secretary
9. Principal
10. Principal/staff
11. Principal/staff

Bomb Threat/ Threat Of violence

BOMB

THREAT

All bomb threats must be taken seriously. Immediately go to CODE BLACK. The fire alarm will be used to signal an evacuation from all buildings. Law enforcement must be notified. Normally, a bomb squad will not be called unless a suspicious object is found. Do not transmit with two-way radios, turn off beepers, do not use cell phones, and do not activate microwave ovens. Explosives may be detonated by electronic signals. Cooperate with law enforcement personnel in search the area for foreign or suspicious objects. If one is found, do not touch it or move it.

Person

Receiving

the

Call

1. Use the form on the next page.
2. Keep the caller on the line. Delay the caller with questions and statements such as:
 - What did you say?
 - I did not understand you.
 - May I have you speak to the principal?

3. Gather and record information about the call. Ask questions.
 - o Where is the bomb?
 - o What time will it detonate?
 - o What kind of bomb is it?
 - o What does the bomb look like?
4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

Office

1. Call Staff 911.
2. Call the District Office at 924-3405.

Bomb Threat Call Reporting Form

Ask questions. Exact wording of the bomb threat.

1. When is it going to explode? _____
2. Where is it right now? _____
3. What does it look like? _____
4. What kind of a bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? Why? _____
7. What is your address? _____
8. What is your name? _____
9. How can I reach you by phone. _____

Caller's voice: _____ Background sounds: _____

<input type="checkbox"/> Calm	<input type="checkbox"/> Nasal	<input type="checkbox"/> Traffic	<input type="checkbox"/> Dishes
<input type="checkbox"/> Angry	<input type="checkbox"/> Stutter	<input type="checkbox"/> Voices	<input type="checkbox"/> PA
<input type="checkbox"/> Excited	<input type="checkbox"/> Lisp	<input type="checkbox"/> Music	<input type="checkbox"/> Motor
<input type="checkbox"/> Slow	<input type="checkbox"/> Raspy	<input type="checkbox"/> Animals	<input type="checkbox"/> Baby
<input type="checkbox"/> Rapid	<input type="checkbox"/> Deep	<input type="checkbox"/> Static	<input type="checkbox"/> Local
<input type="checkbox"/> Soft	<input type="checkbox"/> Child	<input type="checkbox"/> Pay	<input type="checkbox"/> phone
<input type="checkbox"/> Loud	<input type="checkbox"/> Normal	<input type="checkbox"/> Familiar	<input type="checkbox"/> Long
<input type="checkbox"/> Crying	<input type="checkbox"/> Slurred	<input type="checkbox"/> It	<input type="checkbox"/> sounds like:
<input type="checkbox"/> Distinct	<input type="checkbox"/> Adult	<input type="checkbox"/> Familiar	_____
<input type="checkbox"/> Deep	<input type="checkbox"/> Deep	<input type="checkbox"/> Horse	_____
<input type="checkbox"/> Coughing	<input type="checkbox"/> Whisper		_____

Other information:

Sex of caller: _____

Nationality (by accent): _____

Length of call: _____

Number call was made to: _____

Time and date of call: _____

Threat language: well spoken; educated; foul language: incoherent; irrational; recorded or taped; message read by the threat maker.

Date: _____ Name: _____

Position: _____ Site: _____

People the call was reported to: _____

Phone number of the people: _____

Other remarks: _____
Place a copy of this form under the telephone.

CAMPUS SWEEP AND RESCUE TEAM
Some emergency situations don't allow for a safe or orderly evacuation of buildings. Any time buildings are evacuated and there is a possibility of an injured person remaining somewhere within a building, the Campus Sweep and Rescue Team should take action. The site administrator, predesignated teachers, and predesignated custodians usually make up this team. The team should proceed in an orderly and pre-established sweep pattern, checking each classroom, storage room, auditorium, bathroom, etc. Document which rooms have been checked as the sweep is conducted.

1. The check of each room should be visually, vocally, and physically, if safety allows all three.
2. If an injured student or employee is discovered, one member of the team should remain with the injured person while another member of the team summons help.
3. Team members should also assess any structural damage to school buildings and equipment and determine if they are useable during a continued emergency.
4. The team will need to assess several capabilities (water, gas, electricity, sanitation, phones, etc.).

Bus Disaster

FIELD TRIPS

Field trips present their own special problems during emergencies. Usually students are outside and teachers should be familiar with emergency procedures when students are not in buildings. If students are on a bus during an emergency, the bus driver is in charge but teachers are the people students know and trust so teachers should work closing with the bus driver to keep students calm and safe.

No teacher should leave for a field trip without the names of students, names of parents/guardians of the students, phone numbers and emergency numbers for each student (Class Emergency List). Teachers should also be familiar with any health problems participating students may have. Provision should be made for students with diabetes, asthma, and insect bite allergies.

Chaperones must have cleared a CD check through the District Office. Further, if a parent will be alone with a student, such as at a bathroom, the parent must pass fingerprint screening before being allowed to come as a chaperone. Those adults who can legally be with a student alone should have a separate name badge from other adults so students can tell the difference. Also, students should have name tags. Avoid using complete first and last names on student name tags when off campus.

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge. The responsibility for the release of students still rests, however, with employees of the Central Union School District. The following bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of children.

Responsibilities of the Driver and Teachers

1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:
 - 4.1 Type of accident
 - 4.2 Location of nearest intersection
 - 4.3 Extent of injuries and any request for emergency ambulance service
 - 4.4 Request another bus for to transport students (if necessary)
 - 4.5 Provide the names of people sent to the hospital and name the hospital

Responsibilities of the School of Attendance

1. Notify the District Office (559-924-3405)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians

5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

Disorderly Conduct

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Much of California is considered "earthquake country." Because no advance warning is given, earthquake drills should be conducted semi-annually. Use the following procedures when an earthquake begins.

Inside a Building

1. Duck under furniture, clasp your hands around your neck, cover your ears with your forearms, close your eyes, and face away from glass.
2. Students are to remain in this position until it is determined that it is safe to move.
3. If the classroom or building has sustained structural damage, the teacher is to have the students follow normal fire drill procedures (without an alarm sounding) following termination of the quake.
4. Teachers should take roll (Class Emergency List).
5. Assessment of injuries should be made as quickly as possible.
6. Render first aid as needed.
7. Be prepared for strong aftershocks.
8. The office staff will call 911 or other emergency help as needed. Keep phone lines free for emergency use.
9. The principal and maintenance staff will determine the extent of damage and will give clearance when students are able to return to the classroom.
10. If there is significant damage, the superintendent and principal will make a decision about dismissing students from school for the day.

Outside the Building

1. Drop to the ground.
2. Remain in a cleared area free from potential falling objects (trees, backstop, buildings, power lines).
3. Children will remain under the supervision of the nearest school adult when the earthquake occurred until further instructions from the principal.
4. Assessment of injuries should be made as quickly as possible.
5. Render first aid as needed.
6. Under no circumstances should students or staff attempt to return to a building during an earthquake.
7. Be prepared for strong aftershocks.
8. Buses will pull over in an area safe from falling debris.

ELECTRICITY

1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Office. (559-924-3405)
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

EMERGENCY KIT

1. Flashlight with batteries stored outside
2. First aid kit
3. Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)
6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact Red Cross (559-732-6436)

Explosion or Risk Of Explosion

Action

1. At the sound of an explosion, give the command "drop."
2. If the explosion occurs within the building or threatens the building, sound the fire alarm.
3. Move to a safe area and supervise students.
4. Render first aid as necessary.
5. Notify the Fire Department (911).
6. Notify the Kings County Sheriff's Office.
7. If there are small fires which you can fight without endangering life, do so.
8. Take roll and account for all pupils (Class Emergency List).
9. Notify the District Office.
10. Notify utility companies of any break or suspected break in lines or pipes that might present an additional hazard.
11. Students and staff members are not to return to the school buildings until they are declared safe.

Responsibility

1. Staff
 2. Principal, staff
 3. Staff
 4. Nurse, staff
 5. Principal, clerical
- Principal, clerical
Custodians, staff
Teachers
Principal
Principal
Principal, emergency personnel

Fire in Surrounding Area

In case of fire, the first priority is to protect human life. Secondary consideration is save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.
6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

ORDER OF PROTECTION

Each school office will maintain a list of non-custodial parents with a restraining order (Order of Protection). These individuals will not be allowed into the building or on school property. If a named person attempts entry onto the campus, a school administrator will confront the individual and attempt to convince him/her to leave immediately.

1. Request the a Sheriff's Deputy or member of Security provide immediate response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a "safe place" inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a "Code Red."
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Fire on School Grounds

In case of fire, the first priority is to protect human life. Secondary consideration is save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.
6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

FIRST AID/TRAINED EMPLOYEES

Each site is to maintain a current list of employees trained in first aid and CPR. Plans should be made ahead of time for these people to be relieved of their duties by other staff members when an emergency situation calls for their assistance in giving first aid and/or CPR. Trained staff members should represent several grade levels and should normally be assigned to rooms in different parts of the campus.

In an emergency situation, the nurse's office may not be available. The nurse and other office staff members should ensure that Emergency Cards and first aid supplies are available in a safe area. Those administering first aid must keep complete records of students injured, the nature of the first aid administered, the time, reason, destination, and names of all student removed from campus for medical treatment.

A student's Emergency Card must accompany him/her when leaving campus for medical aid. Also, information regarding the extent of injury, first aid administered, and other critical information regarding the student's health should accompany the Emergency Card.

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Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

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Flooding

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.

2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

Loss or Failure Of Utilities

ELECTRICAL FAILURE

1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Superintendent's Office. (559-925-2619).
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

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Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

WATER LOSS

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks

1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Motor Vehicle Crash

MOTOR VEHICLE CRASH

Warning of a motor vehicle crash is usually by sight, sound, or fire. If a vehicle crashes near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the accident scene.
4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)925-2619
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Pandemic

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Pandemic flu occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could therefore overwhelm normal operations in educational settings. Pandemic flu differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- * It is a rare global outbreak that can affect populations around the world.
- * It is caused by a new influenza virus to which people do not have immunity.
- * It can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Pandemic Plan is a general guideline to increase preparedness in the event of an influenza pandemic. The Department of Public Health and the Centers for Disease Control will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. The District will work in concert with the Public Health department on controlling and containing the spread of the virus. Individual schools may be closed temporarily to contain the spread of the virus.

General protocols from both the District and site level include:

1. Working with local health officials and emergency preparedness officials. These agencies may need to use schools to disseminate information to families.
2. Determining the roles and responsibilities of the school staff (including all ancillary staff) to prevent the spread of disease.
3. Training nurses and staff in symptom recognition. Remember that a person who is infected may not show symptoms right away and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
4. Activating heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
5. Ensuring that students and staff members who are ill stay home.
6. Sending sick students and staff home from school immediately.
7. Providing fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
8. Monitoring bulletins and alerts from the Department of Health and Human Services.
9. Keeping staff and community informed of developing issues.
10. Assisting the Department of Health and Human Services in monitoring outbreaks.
11. Implementing online education, if necessary, so that students can stay home.
12. Maintaining surveillance after the initial epidemic in the event a second wave passes through the community.

District employees have a collective responsibility to ensure the protection of all people in the workplace by staying abreast of current public health guidelines to mitigate exposure to Pandemic Flu. Employees are expected to follow guidelines issued by the CDPH, including practicing appropriate Hand Hygiene to prevent the spread of respiratory infections from one person to another, and exercising appropriate Coughing and Sneezing Etiquette

Ensuring site safety of facilities through appropriate disinfection procedures will also be implemented. Such procedures include:

- Cleaning and disinfecting frequently touched surfaces daily and shared workspaces and work items before and after use.
- Storing and using disinfectants in a responsible and appropriate manner according to the label.
- Keeping all disinfectants out of the reach of children.
- Utilizing additional disinfecting procedures such as electrostatic sprayers to neutralize surfaces of potential contaminants and viruses.
- Use of gloves appropriate for the chemicals being used when cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Other considerations within the work setting include, but are not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Following guidance from the CDPH for face-covering use.

- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible.
- Using plexiglass screens in offices and areas where visitors may frequent, as much as practical.
- Closing or limiting access to common areas where employees are likely to congregate and interact.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.

Psychological Trauma

The Central Union School District recognizes the need and responsibility to protect the health, safety and welfare of our students; to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning. This attached policy, regulation, and manual (BP5141.52) corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury

Any staff member who is originally made aware of any threat or witnesses any attempt toward self-harm that is written, drawn, posted on social media, spoken or threatened, will immediately notify the Principal, their Designee or School Counselor/Psychologist. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality will be waived. The District's suicide crisis response procedures will be implemented. The suicide response guidelines are included in the attachments (Exhibit 5141.52 - Manual).

Suicide Threat

Definition - A suicide threat is a verbal or non-verbal communication that the individual intends to harm himself or herself with the intention to die but has not acted on the behavior.

1. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
2. Immediately inform your site Administrator.
3. The site Administrator will notify the School Counselor/Psychologist.
4. The School Counselor/Psychologist will conduct a threat assessment to determine risk and intervention See Exhibit 5141.52 (b).

Suspected Contamination of Food or Water

WATER LOSS

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks. On the base, water can sometimes be connected to the kitchen only directly from a nearby home. This procedure should only be taken with District Office.

- Call the District Office.
- Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

STEP 5 - Implement and monitor the safety plan.

Unlawful Demonstration or Walkout

Principal stays on site to supervise students

Actions to be taken by administration/certificated staff

- 1) Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent?
- 2) Do your parents know you are leaving campus and will be unsupervised?
- 3) AP or APs, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

Comprehensive School Safety Plan

2023-24 School Year

School: R. J. Neutra Elementary School
CDS Code: 16-63883-6010318
District: Central Union Elementary School District
Address: Community Center Drive, Bldg. #967
NAS Lemoore, CA 93245
Date of Adoption: November 30, 2023
Date of Update: December 12, 2023
Date of Review:
- with Staff December 12, 2023
- with Law Enforcement
- with Fire Authority

Approved and/or Reviewed by:


Name	Title	Signature	Date
Michelle King	Neutra Principal		
Ginny Grady Steel	School Site Council Chairperson		
Toby Arnold	Neutra Head Custodian		
Deputy Lee Wisecarver	School Resource Officer		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

The intent of the Central Union School District is to provide a safe and secure learning environment for all its students. Two components of providing a safe environment are timely assessment and prevention of crime on our campuses and maintaining an Emergency Disaster Response Plan. The information in this Safe School Plan includes specific courses of action to be taken in case of an emergency as well as daily activities, which help preclude an emergency situation. Each employee should become familiar with this plan so that he or she will be prepared to carry out his/her responsibility should the need arise. Further, this plan deals with daily activities which promote the general welfare of the students in our care.

The incidence of crimes reported at District schools is very low. Current information about reported crimes is maintained at the District Office (559-924-3405). In an effort to maintain a safe school environment, close coordination with local law enforcement agencies is maintained. All suspected crimes are reported to the Kings County Sheriff's Office or the Lemoore Naval Air Station Security Office for investigation. When appropriate, contact is made with Child Protective Services.

The plan is primarily devoted to the welfare and safety of students during school hours. There are some situations where the school may be used as a community resource during a disaster condition. Existing Board policies and administrative regulations have been included along with a copy of the Student Code of Conduct.

An emergency situation may strike any school campus at any time. These emergencies fall into two categories—natural and man-made. Earthquakes, floods, and severe storms can occur with little or no warning and are natural. The possibility of fires, chemical accidents, falling aircraft, the use of firearms, bombs, and hostage taking are examples of man-made emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

R. J. Neutra Elementary School Safety Committee

The R.J. Neutra Elementary School safety committee is comprised of the school staff, local law enforcement, community members and N.A.S. Lemoore Security Team.

Assessment of School Safety

R.J. Neutra Elementary School uses the process of assessment, planning, physical protection, and training for disaster response

- 1) Protect students and staff from physical harm.
- 2) Minimize disruption and ensure the continuity of education for all children
- 3) Develop and maintain a culture of safety.
- 4) Inform the school community of safety plans and procedures.

R. J. Neutra Elementary School:

- Assesses hazards, vulnerabilities, and capacities/resources
- Plans for physical risk reduction, maintenance of safe facilities, standard operating procedures, and training for disaster response.
- Creates preparedness plans and conducts regular drills for a variety of potential incidents.
- Monitors and improves through reflection, assessment, and plan improvement.
- Regular reviews as preventative measures made by school resource officers with members of the safety team.
- Daily communication and feedback on playground equipment and grounds provided to site administration by support staff and yard supervisors.

In addition, R. J. Neutra Elementary School's physical safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The school's Comprehensive School Safety Plan is aligned with the recommendations from the Kings County Office of Education, local emergency responders, N.A.S. Lemoore Safety Department, and public safety officials. Review and assessment of the current safety needs are regularly monitored.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Appropriate strategies and programs are in place to provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

- Child abuse reporting procedures
- Routine and emergency disaster preparedness and procedures
- Policies pursuant to Ed Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students
- Discrimination and harassment policy consistent with the prohibition against discrimination
- Procedures and safe ingress and egress of students, parents/guardians, and employees to and from school.
- Safe and orderly environment conducive to learning
- Rules and procedures for school discipline.
- Procedures for reporting bullying and school crimes
- Volunteer training is provided
- Use of the Raptor System to screen visitors on campus.

Staff and volunteers are required to wear identification badges.

School safety is the responsibility of the entire school community. The Safety Plan is a continuous process that focuses on:

- Staff Training
- Review of basic emergency and standard operation procedures
- School Evacuation Route Maps posted in each classroom
- Identification of campus and neighborhood risks and hazards
- Classroom emergency backpacks

- Updated student emergency contact information
- Communication with families.

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

In accordance with Penal Code (PC11165) and Central Union School District Board Policy (BP 5141.4), all employees of the Central Union School District are mandated to report any known or suspected child abuse and neglect instances.

A mandated reporter shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (PC1166)

Procedures and guidance are included as attachments (BP & AR 5141.4 Child Abuse Prevention And Reporting)

CHILD ABUSE/NEGLECT

When a child is suspected of being the victim of child abuse or neglect and is being removed from school premises, the principal or designee shall provide the telephone number and address of the student’s parent/guardian to an officer of the law. The officer has the responsibility to notify the parent/guardian.

All staff associated with the school are considered mandated reporters. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; district office administrators, and district school resource officers.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

SCHOOL SHELTER CAPACITIES

During a major disaster, the District may be directed to utilize school facilities as Mass Care Centers. The American Red Cross has been charged by Congress with the responsibility for assisting families and individuals to meet disaster-caused needs that cannot be met with family or individual resources.

Cafeteria Capacities:

- Akers 480
- Central 287
- Neutra 450
- Stratford 656

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day

prescribed by the Board of Trustees for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under below under "Grounds for Suspension and Expulsion: Grades K-12" or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel - Recommendation for Expulsion

Should a student violate one of the offenses outlined below, the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation for Expulsion

Should a student violate one of the offenses below, the principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the student for any of the following acts below committed at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

School Site Alternative

The following school site alternative may also be used with suspension or in place of suspension as listed on the preceding pages. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. Alternatives include, but are not limited to, the following:

1. Student conference
2. Parent conferences
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.
7. Detention
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Work Detention
14. Saturday School

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

In accordance with education code, the Neutra site administration informs teaching staff and applicable staff of students who may pose a danger in the classroom and other pertinent locations on the school campus. All notifications are confidential and any communicate is not shared or disseminated to unauthorized personnel or parties.

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

Upon receiving a complaint of discrimination or harassment, the site administration shall immediately investigate the complaint in accordance with site/level procedures specified in AR 5145.7 – Sexual Harassment

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

* Articles of clothing, which display gang symbols or affiliation, profanity, or products, or slogans, which promote tobacco, alcohol, drugs, or violence, are not allowed.

* Tank tops, spaghetti strap tops, halter-tops, bare midriffs or chests, see-through outfits, tube tops, or off-The- shoulder blouses are not allowed. All tops must fit properly, shall not be oversized, and cannot extend beyond the fingertips. All shirts with straps must measure at least 2 inches in width.

* Overalls must be worn with a shirt and must be fitted at the waist. Both straps of the overalls must be fastened and worn over the shoulders at all times.

* Dresses, jumpers, skirts, skorts, and shorts must be a length that is not disruptive to the educational process. That length is determined to be mid-thigh or longer, regardless of any other garment that might be worn beneath the shorts etc. Shorter clothing is not acceptable, including short-shorts. Spandex and bicycling shorts are not allowed.

* Shoes must be worn by all students. All shoes must have a strap across the toes and around the back of the heel. No steel-toed shoes are allowed. Straps must be worn at all times. No flip flops.

* No "House shoes", or "slippers" are to be worn.

* All pants must be worn with the top around the wearer's waist and must be covering undergarments. The waist size of pants must be appropriate for the size of the wearer. No oversized or baggy clothing is allowed. (with student in a standing position; when material is pulled away from the knee area and measures more than 4 ½ inches, then the pants will be deemed too baggy) Clothing is to be worn as designed and as traditionally intended. All pants must have a finished hem and not touch the ground. No pajama pants.

* Belts may not hang down. Belts must be worn through the loops. Buckles may not be oversized or have initials on them.

* Hoop shaped earrings cannot exceed a diameter of 1½ inches to prevent injuries. Dangling earrings may not exceed 1 inch in length when measured from the bottom of the earlobe.

* Body piercing shall be limited to the ears. All other piercing shall be covered to prevent injuries.

* All body art shall be covered.

* Hats may be worn in inclement weather and for protection against the sun. Hats must be worn as they were intended to be worn. (Bill facing forward) Hats or hoods may not be worn inside.

* Sunglasses may be worn only during outdoor activities.

* No chained wallets allowed.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

For safety purposes, students should not arrive at school prior to 7:40AM unless they are eating breakfast. Breakfast service opens at 7:30AM. Students walking to school or for those being transported privately, parents/guardians are advised to not drop their student off before 7:30am unless they are eating breakfast. Parents/guardians are advised to drop off their student in the parent drop-off and pick-up parking lot as it is a designated safe zone. Additionally, parent/guardians are to come to the school office and check out the student should they need to take the student during the school day.

For situations outside of the regular school schedule, please see the office for up to date information regarding school arrival times and ingress/egress for students.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

A School Emergency Kit will be available in each school building, two Emergency Evacuation First Aid Kit's (one stays in the Health Office and the other is in room 25) and an Emergency Bag or Box, and will be created for each classroom as follows:

The Command Post Emergency Kit includes:

- A map of the school including evacuation routes, location of fire extinguisher and location of utilities shut off valves
- Video which shows outside and inside of each school building (tour of school)
- Emergency Files
- A current list of enrolled students
- Student class schedules and class lists
- Daily absence report
- Sufficient copies of student release form for each student (Form # 2)
- Deluxe emergency kit for 20 for 72 hours and Emergency Medical Forms
- Current and complete phone list for school staff (office, cell, home)
- Bullhorns (2)
- Basic office supplies.

Stocking Classrooms for an Emergency Response

The classroom Emergency Bag or Box includes: materials to monitor the whereabouts of all students at all times:

- three signs (12'X 12") needed to help account for students at evacuation site:
- a green "all students present" sign,
- a red "missing student(s)" sign, and
- a yellow "additional student(s)" sign
- three student attendance sheets
- basic first aid supplies
- flashlight
- basic office supplies
- map of evacuation routes
- log book, and
- a list of students medical needs.

Two Emergency Evacuation First Aid Backpack (One in the Health Office and one in room 25).

Element:

Neutra School Wide Behavior Expectations -Tier 1 practices that assist in maintaining a safe and orderly campus and promote positive learning.

- Neutra School School-Wide Behavior Expectations SOAR banners are posted around campus and in every classroom. (Self-Control, On-task, Achievement, Respect)
- Random Acts of Kindness SEL lessons within classroom setting and Random Act of Kindness Day - designed appropriate lessons.
- Anonymous bullying report - STOPit
- SOAR Academy during recess periods for behavior infractions and restorative justice (reflective think-sheet completed during this time with focus on SOAR expectations).
- Playground Training is offered over a period of 5 days for Tk-5th grade students at the beginning of the school year and when school resumes after winter break. Instructional aides review rules, use of equipment, model acceptable behavior and discuss consequences. Zones for areas of play and the category of play are also reviewed for student understanding.
- The first week of school and the week school resumes from winter break all School-Wide Behavior Expectations are introduced and reviewed.
- National Anti-Bullying Awareness Campaign – Designed appropriate lessons which afford modeling and role playing to all students in grades Kinder-5th is focused on throughout the month of October.
- Instructional Aide Training – Supervision Handbook. A review and training of student behaviors and expectations for various settings.

Opportunity for Improvement:

Continue to identify areas of need, develop program components and design opportunities for services/resources to offer all students that promote a safe learning environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students will grow by 10% in the area of vocabulary as reported by I ready Date for the 23/24 school year.	Teachers will provided good first instruction for all students. All students will spend at least 45 minutes a week on Iready, ELA. Teachers will have the opportunity to provide before or after school tutoring. Targeted tier 2 interventions built into the master schedule. Small group instruction addressing students individual needs. On going professional development for all teachers in the are of ELA, focusing on the Literacy 6 model.	I ready, Professional Development in the area of Literacy, Instructional aides in each class to support targeted intervention, Teachers have the opportunity for weekly collaboration with their grade level team to focus on the PLC process.	Beth Alvarado	Students growth in vocabulary will be monitored by students participating in the Iready screener 3 times a year.

Component:

Attendance

Element:

Neutra school considers punctual and regular school attendance as being essential to a student’s success. A major threat to academic success and a contributing factor to producing unsatisfactory schoolwork are school absences. Our goal and commitment is to assist parents/guardians to understand the legal requirements regarding school attendance in accordance with board policies and State education code.

Opportunity for Improvement:

Continue to promote regular school attendance and understand factors associated with school refusal for students as it relates to their educational experience.

Objectives	Action Steps	Resources	Lead Person	Evaluation
R.J. Neutra will have an overall attendance rate of 95.28% or higher.	Daily contact with families when students are absent from school. Attendance incentives for all students. Use of SART/SARB. Communication with families on the impact of missing school on long-term education. Continue to invite students with absences to Saturday School. Dailey SEL lessons to build community and connectedness.	Parent Square, Review of daily and weekly attendance reports. Attendance letters and educational resources for parents. SART Team/SARB Board. Saturday School. Independent Study. Random Act of Kindness Curriculum and Panorama lessons.	Beth Alvarado, Brittany Gately	R.J. Neutra will evaluate the success by assessing percentages of attendance for each accounting period throughout the school year.

Component:

Student Behavior - Code of Conduct

Element:

Students are responsible for good behavior while at school. There are classroom & playground school wide expectations (SOAR), which must be followed. Should a student choose to ignore the student expectations, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within the Parent/Student handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. This handbook is made available to parents online/print for parent/guardian review with their child. It is important that the student knows the consequences of his/her behavior.

Classroom policies are also developed to address student behavior which are shared with students in the classroom; parents/guardians at Back to School events; parent conferences, other forms of school to parent/guardian communique (i.e. phone call, text message, email, home visits).

Opportunity for Improvement:

Continue to find ways of engaging students in making positive decisions that avoid punitive measures but instead promote corrective measures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
R.J. Neutra Elementary School will have a suspension rate of 2% or less.	Ongoing relationship building with students/staff/parents/community members. Regularly reviewing School Wide Behavior expectation. Implementation of school wide conflict resolution training.	Dailey SEL time built into master schedule. Panorama and Random Acts of Kindness Curriculum, School wide campaign with visuals and daily reminders of strategies to use to solve conflict. SOAR Academy .	Beth Alvarado and Brittany Gately	R.J. Neutra will evaluate the success by assessing percentages of suspension for the academic school year.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

R. J. Neutra Elementary School Student Conduct Code

Students are responsible for good behavior while at school. There are classroom rules and playground rules, which must be followed. Should a student choose to break the rules, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within this handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. Be sure to review this Conduct Code with your child. It is important that the student knows the consequences of his/her behavior.

- SOAR Academy
- SOAR Club
- SOAR Attendance

Conduct Code Procedures

The general function of the public school is to prepare youth for positive citizenship in a democratic society. A strong academic program is essential to citizenship development, but intellectual training, which ignores moral values, is useless to either society or the individual.

Human behavior has always required intelligent control and restraint both from without and from within the individual.

Whenever these restraints or controls are ignored, society breaks down or the individual is in conflict with society.

Habits of correct or acceptable behavior are learned. As in all learning, growth is based upon insight and understanding.

The best discipline, therefore, is that which the students understand and will accept.

The number of rules does not determine the effectiveness of student control. Democratic society depends upon a self-disciplined citizenry.

Every effort will be made to prevent discipline problems from occurring. Teachers and administrators will be constantly alert to any unusual symptom that could develop into a serious situation. It is better to solve problems than to correct mistakes.

It is the right and privilege of every student to attend school. However, with these rights comes the responsibility to abide by and adhere to the regulations established by the California Education Code which states: "All pupils shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers of the school."

A lack of follow-through on assigned work (whether homework or class work) is a motivational problem to be solved by the student, the teacher, and the parent. Care should be taken to determine the reason a student does not complete assigned work. The aim of the Central Union School District is to address the cause, not the symptom. A student with good self-discipline does complete his/her assignments. A student who does not complete his/her assignments frequently exhibits frustration and/or boredom. A student who chooses to use work time for inappropriate behavior can expect to have discipline problems.

A well-disciplined student body reflects the efforts of the entire staff. The administration can establish a conduct code consisting of rules and procedures but unless it is meaningful in purpose and understood and respected by students, parents, and teachers, it can never be effective.

School Site Corrective Measures

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. The school shall also consider the attitude of the student, the corrective measure to be utilized by the parent(s) at home, the seriousness of the infraction, the number of similar violations committed by the student, the established intent of the student, and other alternatives which convey to the student and to all the students at large, that an appropriate consequence shall be implemented commensurate with the seriousness of the infraction. Alternatives include, but are not limited to, the following:

The following school site alternative may also be used with suspension or in place of suspension as listed.

1. Student Counseling
2. School Resource Office Contact
3. Parent conferences
4. School nurse intervention
5. School site change
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of the classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Campus Beautification
14. Loss of internet privileges or device
15. Saturday School

16. Suspension

Cumulative or excessive (15 or more) infractions, will result in site notification to the superintendent for consideration of additional alternatives or other measures.

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

As per guidance in BP 5145.9 (Hate-Motivated Behavior), a student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. (See attachments for policy).

(J) Procedures to Prepare for Active Shooters

The school staff receives annual training on active shooter response and counter measures. The school site performs periodic drills with both staff and students on procedures for armed intruders and/or threats to the school site. School security walkthroughs are performed annually with school site administration and custodial personnel.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Neutra School provides guidance and assistance with all students in all grade levels by promoting positive behaviors and in Random Acts of Kindness curriculum. Students receive regularly scheduled lessons with a focus on building student advocacy, understanding empathy for fellow students and information on how to assist in cases where students are experiencing concerns with bullying and/or cyberbullying. Counselors also provide in class lessons and discussion regarding the negative impacts of being bullied and available resources students can turn to in the event reports or assistance is necessary. Neutra utilizes the STOP It system and website for reporting acts of bullying or cyberbullying for all students. Posters regarding the website and access information are posted in each classroom and throughout the school as well as the district webpage.

Safety Plan Review, Evaluation and Amendment Procedures

Regular safety plan reviews take place with Neutra teaching and support staff during general meetings. Procedures are discussed and considered for update/changes based on presenting issues or concerns that require reevaluation of practices addressing student and staff safety.

Safety Plan Appendices

Emergency Contact Numbers

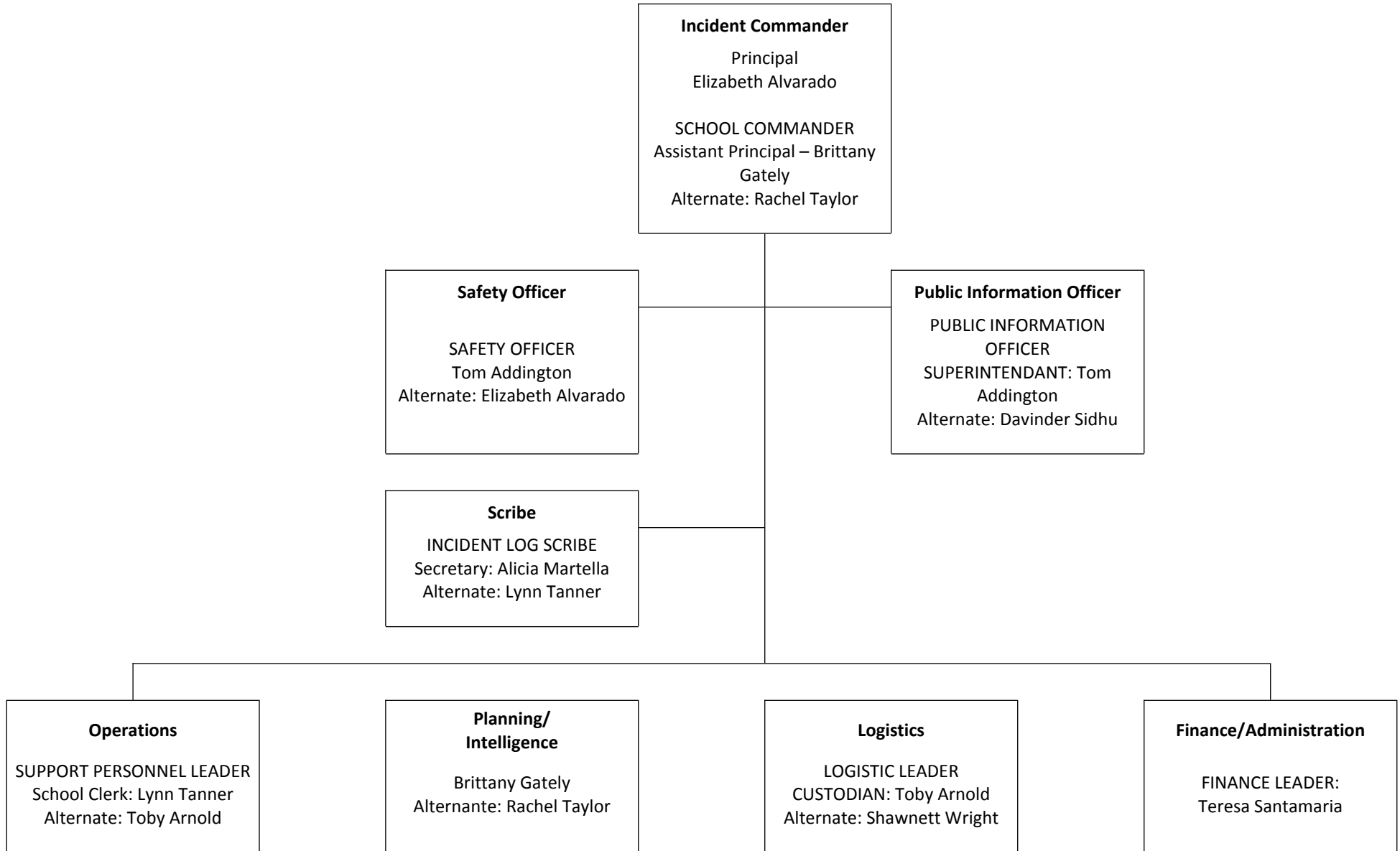
Utilities, Responders and Communication Resources

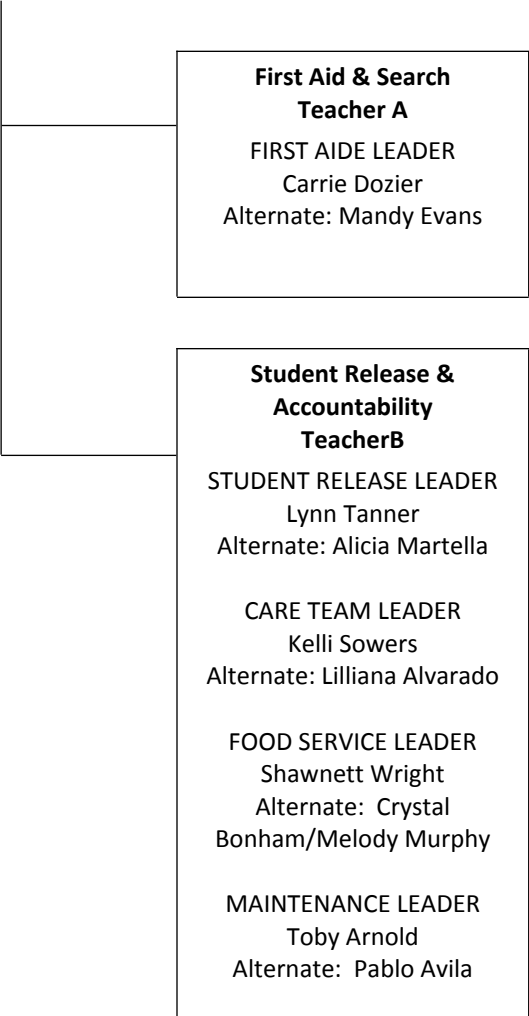
Type	Vendor	Number	Comments
School District	Central Union School District	559-924-3405	Superintendent, Tom Addington
School District	Central Union School District	559-924-3405	Assistant Superintendent, Davinder Sidhu
School District	Neutra School	559-998-6823	Principal, Beth Alvarado
School District	Neutra School	559-998-6823	Assistant Principal, Brittany Gately
Law Enforcement/Fire/Paramedic	NAS Watch Command	559-707-2363	559-998-4776
Law Enforcement/Fire/Paramedic	NAS Fire Department	559-998-4749	
Law Enforcement/Fire/Paramedic	NAS Security	559-998-4749	
Other	Sheriff's Dispatch	559-584-9276	Sheriffs Dispatch

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Welcome Back Teacher Meeting	8/14/23, 9:00AM	Neutra School, NAS Lemoore
First Instructional Aide Meeting of the Year	8/15/23 8:30AM	Neutra School, NAS Lemoore
Staff Meeting	8/24/23, 3:00PM	Neutra School, NAS Lemoore
First Instructional Aide Meeting	9/6/23 10:15AM	Neutra School, NAS Lemoore
Neutra Safety Plan Reviewed and Approved by SSC		Neutra School, NAS Lemoore

R. J. Neutra Elementary School Incident Command System





**First Aid & Search
Teacher A**
FIRST AIDE LEADER
Carrie Dozier
Alternate: Mandy Evans

**Student Release &
Accountability
TeacherB**
STUDENT RELEASE LEADER
Lynn Tanner
Alternate: Alicia Martella

CARE TEAM LEADER
Kelli Sowers
Alternate: Lilliana Alvarado

FOOD SERVICE LEADER
Shawnett Wright
Alternate: Crystal
Bonham/Melody Murphy

MAINTENANCE LEADER
Toby Arnold
Alternate: Pablo Avila

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

LEVEL I – OVERSIGHT

The principal in conjunction with the School Commander (Tom Addington) evaluates the situation and determines the first response, which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The principal interfaces with the district office, parents, and manages staff that are not in a primary operations role. He/She also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

The Principal – Elizabeth Alvarado

- Evaluates the situation
- Determines the first response
- Oversees the situation
- Interfaces with District Office, Parents & Manages (Not in a primary role)

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

The school Emergency Operations Team is responsible for directing “crisis containment” operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

SCHOOL COMMANDER
 The Assistant Principal – Rachel – Brittany Gately Taylor
 Alternate:

- Interacts with the principal to determine appropriate action
- Activates the EOT
- Manages overall operations
- Complies status and final incident report. (Forms #4-7)

LOGISTIC LEADER
 CUSTODIAN: Toby Arnold
 Alternate: Shawnett Wright

- Maintains Supplies
- Gets supplies
- Transportation
- Document all Activities – Form #8

PUBLIC INFORMATION OFFICER
 SUPERINTENDANT: Tom Addington
 Alternate: Davinder Sidhu

- Releases all information
- Completes Form #10

SAFETY OFFICER
 Tom Addington
 Alternate: Elizabeth Alvarado

- Oversees Safety
- Determines if actions by EOT are harmful
- Determines staff/students are evacuated far enough from school
- Completes Form #11

INCIDENT		LOG		SCRIBE
Secretary:		Alicia		Martella
Alternate:		Lynn		Tanner

- Maintains Emergency Kit
- Transport Emergency Kit to Command Post
- Completes Incident report form #14
- Files all forms
- Document all Activities form #8

SUPPORT		PERSONNEL		LEADER
School	Clerk:		Lynn	Tanner
Alternate:		Toby		Arnold

- Make sure all Radios are distributed and working
- Liaison between EOT and EOST
- Check to see if the Emergency Kit is transported to Command Post

LEVEL	III	–	EMERGENCY	OPERATIONS	TEAM	(EOST)
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The Emergency Operations Support Team (EOST) consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operation Team.

STUDENT		RELEASE		LEADER
Lynn				Tanner
Alternate:		Alicia		Martella

- Updates student rosters & distributes to all teachers
- Creates a Student Emergency file/binder for Command Post
- Documents student release procedures
- Completes Form # 2-3

CARE		TEAM		LEADER
Kelli				Sowers
Alternate:		Lilliana		Alvarado

- Identifies all Care Team personnel and necessary staging area.
- Notifies local Clergy
- Notifies and locates local counselors or Trauma counselors
- Coordinates aftermath procedures for staff & students

FIRST		AIDE		LEADER
Carrie				Dozier
Alternate:		Mandy		Evans

- Identifies trained personnel and staging area.
- Maintains ample supplies for First Aid Kit
- Administers First Aid
- Assigns personnel to accompany students/staff to the hospital.
- Records treatment by Completing Form #12

FOODSERVICE

Shawnett

Alternate:

Crystal

Bonham/Elizabeth

LEADER

Wright

Hernandez

- Oversees dispensation of food and water.

MAINTENANCE

Toby

Alternate:

Pablo

LEADER

Arnold

Avila

- Oversees Utility Control
- Assists with building keys
- Directs Emergency Responders

Management

Level

I:

Oversight

The
Elizabeth

Principal:
Alvarado

The principal in conjunction with the School Commander (usually Assistant Principal) evaluates the situation and determines the first response which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff that are not in a primary operations role. He/she also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

District
Tom
Davinder
Teresa
Monitors

Officials:
Addington
Sidhu
Santamaria
Principal.

the event through contact with the

Management

Level

II:

Emergency

Operations

Team

(EOT)

The school Emergency Operations Team is responsible for directing "crisis containment" operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

School
Brittany

Commander:
Gately

Alternate:

Rachel

Taylor

Interact with Principal to determine appropriate action; activates the Emergency Operations Team; manages overall operations; compiles status and final incident reports using Forms # 4-7.

Logistics
Toby

Leader:
Arnold

Alternate:

Shawnett

Wright

Maintains adequate supplies in preparation for emergency; acquires supplies needed to assist individuals such as food, water, bathroom facilities, and transportation (i.e., if the students need to be moved off campus); documents all activity using Form #8.

Public
Tom

Information

Officer:
Addington

Alternate:

Davinder

Sidhu

Releases information to parents, community members, and the media during the crisis; documents all contacts and announcements using Form # 10.

Safety Officer:
Tom Addington

Alternate: Elizabeth Alvarado
Oversees the safety of students/school staff; determines if response actions/strategies by Emergency Operations Team can cause harm to students/staff; determines whether students have been evacuated far enough from the school; documents events using Form # 11.

Incident Log Scribe:
Alicia Martella

Alternate: Lynn Tanner
Maintains the Emergency Kit and transports it to the Command Post; assists principal in completing the incident report form to document events, response, outcomes; collects and synthesizes for file all completed forms used to document crisis procedures

Support Personnel Leader:
Lynn Tanner

Alternate: Toby Arnold
Serves as liaison between Emergency Operations Team and the Emergency Operations Support Team.

Management Level III: Emergency Operations Support Team
The Emergency Operations Support Team consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operations Team.

Student Release Leader:
Lynn Tanner

Alternate: Alicia Martella
Periodically updates student rosters and distributes new lists to all teachers for their emergency kits; creates a student emergency card file on each student at the beginning of the year and places it in the Emergency Kit that is used in the Command Post; and, document student release procedures by completing Forms # 2-3.

Care Team Leader:
Kelli Sowers

Alternate: Lilianna Alvarado
Identifies Care Team personnel and necessary staging areas; notifies local clergy, off-site counselors, or other trauma counselors; coordinates aftermath procedures for the students/school staff.

First Aid Leader:
Carrie Dozier

Alternate: Mandy Evans
Identifies trained First Aid personnel with Logistical Leader to maintain ample supplies in Emergency First Aid Kit; administers emergency first aid; assigns school personnel to accompany students/staff to area hospitals; keeps records of treatment using Form #12.

Food Service Leader:
Shawnett Wright

Alternate: Crystal Bonham.
Oversees dispensation of food, water.

Maintenance Leader:

Toby Arnold

Alternate: Pablo Avila
Oversees school utility control as needed in conjunction with the public safety responders; assist with building keys directing emergency responders to the proper area as they arrive at the school campus.

Management Level IV: Managing Students
Teachers, coaches, aides, and other support staff managing welfare of students; know the whereabouts of all students in their care at all times; and taking student attendance every half hour during before and after each Responds Action (i.e. relocating students) until students are released into their parents/caregivers care.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building?

Step Two: Identify the Level of Emergency

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed than to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Emergency		Contact	Dispatch	Numbers.
1.		Emergency	(NAS	911
2.	Security		Lemoore)	559-998-4749
3.	Kings	County	Sheriff's	559-584-9276
4.		District	Office	559-924-3405

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MISSING **STUDENT**
 When any employee suspects a student is missing, he/she should notify the principal, assistant principal, the clerical staff, and the custodians. The principal will notify the superintendent. If the employee who suspects a child is missing is not the child's teacher, the classroom teacher should also be notified. As quickly as possible, all these people should be given the following information:

1. Name of student
2. Age
3. Physical description
4. Clothing worn
5. Last known location
6. Time last seen

If the student is not found soon, contact the parents. Notify law enforcement whether or not the parent has notified them.

Custodians and Principal/AP/Teachers drive around the community. All available personnel continue to search the community on foot until child is located. All information is to be reported to the Main Office and relayed to the Principal. Clerk will be the point of communication and will relay information to the Principal/AP if the Principal/AP is not in the office.

When the child is physically located intercom message will state, "Attention all faculty all clear, all clear." Secretary notifies Security and Superintendent's Office.

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EVACUATION

The signal for an evacuation is the same as for a fire drill. All students are to immediately vacate the buildings using fire drill procedures. Teachers must take their Class Emergency Lists outside for roll call and appropriate actions. When released by an administrator, students should proceed directly to the location specified (buses, walking in order to another location, or back to the classrooms).

1. All relocation decisions will be made by administrators (or military personnel at NAS Lemoore).
2. Staff members are to remain with students until all students have been released. Remember to stay calm. Your emotions will feed into students' reactions.
3. Practice fire drills and evacuation procedures on a scheduled basis.

It may be necessary to use all available transportation to transport students and staff from an area of danger to an area of safety. The principal/AP and District Office will coordinate the use of school buses. Aboard NAS Lemoore, Navy buses may be coordinated by members of Security.

If students are sent home, notification to teachers should be made in writing and delivered by a staff member. In many emergencies, electronic communication systems are not fully operative. Students should be sent home only on direct orders from the District Office or from military personnel.

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LOCKDOWN

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

1. Begin a "lock down" procedure, and utilize Lockdown signal.
2. Call 911
3. Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
4. If students are not in classrooms, Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.
5. Once the Lockdown has started, teachers should not, under any circumstance open their doors until law enforcement opens them.
6. Notify the office so a Code Yellow signal can be sounded (not the same as a fire drill alarm)
7. Lock the doors, Stay away from doors and windows and wait quietly for further instructions.
8. If outdoors, go directly to the nearest classroom. Each teacher should take roll.
9. Pull any curtains or close any blinds and turn off the lights.
10. Take roll (Class Emergency List).
11. Remain in the classroom until an "all clear" announcement is made (for drills). In an actual lock-down, law enforcement will open and clear classrooms.

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DROP AND COVER
Types of Crisis: Earthquake: Explosion

If inside building

- 1) Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- 2) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
- 3) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- 4) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.

If outside building

- 1) Move away from buildings, trees, fences and power lines
- 2) Drop to your knees
- 3) Clasp both hands behind your neck
- 4) Bury your face in your arms
- 5) Make your body as small as possible
- 6) Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.

Types of Emergencies & Specific Procedures

Aircraft Crash

Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation
3. Students and staff must be kept at a safe distance from the aircraft.
4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)-924-3405
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. Cancel automatic bell system. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility

1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal

In the event of a fallen aircraft, teachers should instruct students to implement duck, cover, and hold procedures. Students should duck under furniture, face away from windows, clasp both hands behind their necks, close their eyes, and cover their ears with their forearms. Students are to hold that position until instructed to stop.

If the buildings or site is evacuated, all students and staff are to maintain a safe distance from the aircraft (at least 400 yards) and move away and upwind to avoid injury from fumes and a possible explosion.

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance

In cases of animal disturbances, school administration contacts base security at 998-4743.

Armed Assault on Campus

ARREST OF STUDENTS

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.

3. Request to be present during questioning if the student is at least twelve years old, with approval of the student. (Final discretion is that of the officer.)
4. Be present during questioning if the student is less than twelve years old.

Student Searches

In determining whether reasonable suspicion exists, administrators shall consider the following five factors.

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness of the problem which would initiate the search.
3. If there is an immediate need to search.
4. The reliability of the information used to determine the need to search.
5. The location of the student at the time of the incident that caused reasonable suspicion.

When reasonable suspicion is established, the administrator will direct the student to an office or other area separate from other students and adhere to the following guidelines.

1. At least two employees must be present.
2. The student should be directed to empty his/her pockets, purse, wallet, or back pack and to pull any pockets in his/her clothing inside out to demonstrate that they are empty.
3. The administrator should avoid physical contact with the student.
4. If the student refuses to comply, the administrator shall take possession of the purse or other object to examine the contents for a possible violation of law.
5. A pat down of the outer clothing should preferably be done by a staff member of the same gender as the student and must be done quickly with minimal contact. Check the areas around the belt and interior pockets, looking for concealed weapons, drugs, or other contraband. Employees will not conduct strip searches or body cavity searches.
6. If an object is felt, the subject will be asked to remove the object. If the student refused to remove the object, the administrator may remove the object.
7. If the student is combative and refuses to cooperate, immediately discontinue the attempted search and, depending on the circumstances, contact law enforcement personnel.

Removal of a Student

If, during the course of an interview, an officer of the law finds it necessary to remove the student from school, the administrator or designee shall:

1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department he/she represents.
3. Obtain the charges against the minor student.
4. Obtain the destination of the arrested student.
5. Notify a parent or guardian of the student.

Parent Notification

Except in cases of child abuse or neglect, the administrator or designee shall attempt to notify the student's parent/guardian prior to the officer interviewing the student. The parent/guardian shall be informed of the following:

1. The reason for the student being questioned.
2. The officer's name, badge number, and agency represented.
3. The student's destination and the phone number of the arresting agency if the student has been arrested.

Discovery of Weapons or Other Contraband

1. When an individual is found in the possession of a weapon or contraband, the administrator and a law enforcement officer should immediately be called to the scene.
2. If the weapon or contraband is not allowed by law, the officer may take custody of the object(s) and the person who brought in on campus.
3. If the weapon or contraband is not illegal but is prohibited by the Education Code or district policy, the principal or designee will take custody of the object(s) and take appropriate disciplinary action.
4. All property taken from an individual that is not prohibited by law or school policy will be returned.

Biological or Chemical Release

A chemical spill or accident usually happens near a campus, not on it. For this reason, the notification is usually received from the fire or police (security). The following precautions should be taken.

Action

1. Determine the need to evacuate the buildings. This is usually done in consultation with other local authorities.
2. Determine where the students and staff should leave the school grounds.
3. If it is necessary to evacuate the area, move in classroom groups crosswind, never directly with or against the wind which may carry fumes.
4. A custodian will shut down HVAC systems.
5. Render first aid as necessary.
6. Take roll each time students move (Class Emergency List).
7. If outside agencies did not notify the school of the accident, call 911.
8. Notify the district office.
9. Students and staff members are not to return to the buildings (or campus) until the area has been determined safe.
10. If a chemical accident occurs near the end of the school day or before school begins, guides may need to be sent to key points in order to direct students and others away from the affected area.
11. If a full evacuation is necessary from the buildings, use the fire drill exit routes and procedures.

Responsibility

1. Principal
2. Principal
3. Principal/staff
4. Custodian
5. Nurse/staff
6. Teachers
7. Principal/secretary
8. Principal/secretary
9. Principal
10. Principal/staff
11. Principal/staff

Bomb Threat/ Threat Of violence

BOMB

THREAT

All bomb threats must be taken seriously. Immediately go to CODE BLACK. The fire alarm will be used to signal an evacuation from all buildings. Law enforcement must be notified. Normally, a bomb squad will not be called unless a suspicious object is found. Do not transmit with two-way radios, turn off beepers, do not use cell phones, and do not activate microwave ovens. Explosives may be detonated by electronic signals. Cooperate with law enforcement personnel in search the area for foreign or suspicious objects. If one is found, do not touch it or move it.

Person

Receiving

the

Call

1. Use the form on the next page.
2. Keep the caller on the line. Delay the caller with questions and statements such as:
 - What did you say?
 - I did not understand you.
 - May I have you speak to the principal?
3. Gather and record information about the call. Ask questions.
 - Where is the bomb?
 - What time will it detonate?
 - What kind of bomb is it?
 - What does the bomb look like?

4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

Office Staff
 1. Call 911.
 2. Call the District Office at 559-924-3405.

Bomb Threat Call Reporting Form

- Ask questions. Exact wording of the bomb threat.
1. When is it going to explode? _____
 2. Where is it right now? _____
 3. What does it look like? _____
 4. What kind of a bomb is it? _____
 5. What will cause it to explode? _____
 6. Did you place the bomb? Why? _____
 7. What is your address? _____
 8. What is your name? _____
 9. How can I reach you by phone. _____

Caller's voice: Background sounds:

<input type="checkbox"/> Calm	<input type="checkbox"/> Nasal	<input type="checkbox"/> Traffic	<input type="checkbox"/> Dishes
<input type="checkbox"/> Angry	<input type="checkbox"/> Stutter	<input type="checkbox"/> Voices	<input type="checkbox"/> PA system
<input type="checkbox"/> Excited	<input type="checkbox"/> Lisp	<input type="checkbox"/> Music	<input type="checkbox"/> Motor
<input type="checkbox"/> Slow	<input type="checkbox"/> Raspy	<input type="checkbox"/> Animals	<input type="checkbox"/> Baby
<input type="checkbox"/> Rapid	<input type="checkbox"/> Deep	<input type="checkbox"/> Static	<input type="checkbox"/> Local call
<input type="checkbox"/> Soft	<input type="checkbox"/> Child	<input type="checkbox"/> Pay phone	<input type="checkbox"/> Long distance
<input type="checkbox"/> Loud			<input type="checkbox"/> Laughing
<input type="checkbox"/> Crying		<input type="checkbox"/> Normal	Familiar voices:
<input type="checkbox"/> Distinct	<input type="checkbox"/> Slurred	It sounds like:	_____
<input type="checkbox"/> Adult		<input type="checkbox"/> Familiar	_____
<input type="checkbox"/> Deep		<input type="checkbox"/> Horse	_____
<input type="checkbox"/> Coughing	<input type="checkbox"/> Whisper		_____

Other information:

Sex of caller: _____

Nationality (by accent): _____

Length of call: _____

Number call was made to: _____

Time and date of call: _____

Threat language: well spoken; educated; foul language: incoherent; irrational; recorded or taped; message read by the threat maker.

Date: _____ Name: _____

Position: _____ Site: _____

People the call was reported to: _____

Phone number of the people: _____

Other remarks: _____

Place a copy of this form under the telephone.

CAMPUS SWEEP AND RESCUE TEAM

Some emergency situations don't allow for a safe or orderly evacuation of buildings. Any time buildings are evacuated and there is a possibility of an injured person remaining somewhere within a building, the Campus Sweep and Rescue Team should take action. The site administrator, predesignated teachers, and predesignated custodians usually make up this team. The team should proceed in an orderly and pre-established sweep pattern, checking each classroom, storage room, auditorium, bathroom, etc. Document which rooms have been checked as the sweep is conducted.

1. The check of each room should be visually, vocally, and physically, if safety allows all three.
2. If an injured student or employee is discovered, one member of the team should remain with the injured person while another member of the team summons help.
3. Team members should also assess any structural damage to school buildings and equipment and determine if they are useable during a continued emergency.
4. The team will need to assess several capabilities (water, gas, electricity, sanitation, phones, etc.).

Bus Disaster

FIELD TRIPS

Field trips present their own special problems during emergencies. Usually students are outside and teachers should be familiar with emergency procedures when students are not in buildings. If students are on a bus during an emergency, the bus driver is in charge but teachers are the people students know and trust so teachers should work closing with the bus driver to keep students calm and safe.

No teacher should leave for a field trip without the names of students, names of parents/guardians of the students, phone numbers and emergency numbers for each student (Class Emergency List). Teachers should also be familiar with any health problems participating students may have. Provision should be made for students with diabetes, asthma, and insect bite allergies.

Chaperones must have cleared a CD check through the District Office. Further, if a parent will be alone with a student, such as at a bathroom, the parent must pass fingerprint screening before being allowed to come as a chaperone. Those adults who can legally be with a student alone should have a separate name badge from other adults so students can tell the difference. Also, students should have name tags. Avoid using complete first and last names on student name tags when off campus.

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge. The responsibility for the release of students still rests, however, with employees of the Central Union School District. The following bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of children.

Responsibilities of the Driver and Teachers

1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:
 - 4.1 Type of accident
 - 4.2 Location of nearest intersection
 - 4.3 Extent of injuries and any request for emergency ambulance service
 - 4.4 Request another bus for to transport students (if necessary)
 - 4.5 Provide the names of people sent to the hospital and name the hospital

Responsibilities of the School of Attendance

1. Notify the District Office (559-924-3405)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians
5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Much of California is considered "earthquake country." Because no advance warning is given, earthquake drills should be conducted semi-annually. Use the following procedures when an earthquake begins.

Inside a Building

1. Duck under furniture, clasp your hands around your neck, cover your ears with your forearms, close your eyes, and face away from glass.
2. Students are to remain in this position until it is determined that it is safe to move.
3. If the classroom or building has sustained structural damage, the teacher is to have the students follow normal fire drill procedures (without an alarm sounding) following termination of the quake.
4. Teachers should take roll (Class Emergency List).
5. Assessment of injuries should be made as quickly as possible.
6. Render first aid as needed.
7. Be prepared for strong aftershocks.
8. The office staff will call 911 or other emergency help as needed. Keep phone lines free for emergency use.
9. The principal and maintenance staff will determine the extent of damage and will give clearance when students are able to return to the classroom.
10. If there is significant damage, the superintendent and principal will make a decision about dismissing students from school for the day.

Outside the Building

1. Drop to the ground.
2. Remain in a cleared area free from potential falling objects (trees, backstop, buildings, power lines).
3. Children will remain under the supervision of the nearest school adult when the earthquake occurred until further instructions from the principal.
4. Assessment of injuries should be made as quickly as possible.
5. Render first aid as needed.
6. Under no circumstances should students or staff attempt to return to a building during an earthquake.
7. Be prepared for strong aftershocks.
8. Buses will pull over in an area safe from falling debris.

ELECTRICITY

1. The principal of designee will call PG&E (911 or 1-800-743-5000) or the Lemoore Naval Air Station Public Works Trouble Desk (559-998-4123).
2. The principal will notify the District Office. (559-924-3405)

3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

EMERGENCY KIT

1. Flashlight with batteries stored outside
2. First aid kit
3. Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)
6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact NAS Galley (559-998-4809) and/or Red Cross (559-732-6436)

Explosion or Risk Of Explosion

Action

1. At the sound of an explosion, give the command "drop."
2. If the explosion occurs within the building or threatens the building, sound the fire alarm.
3. Move to a safe area and supervise students.
4. Render first aid as necessary.
5. Notify the Fire Department (911). On base, pulling the alarm automatically notifies the Fire Department.
6. Notify the Kings County Sheriff's Office or Security.
7. If there are small fires which you can fight without endangering life, do so.
8. Take roll and account for all pupils (Class Emergency List).
9. Notify the District Office.
10. Notify utility companies of any break or suspected break in lines or pipes that might present an additional hazard.
11. Students and staff members are not to return to the school buildings until they are declared safe.

Responsibility

1. Staff
2. Principal, staff
3. Staff
4. Nurse, staff
5. Principal, clerical
6. Principal, clerical
7. Custodians, staff
8. Teachers
9. Principal
10. Principal
11. Principal, emergency personnel

Fire in Surrounding Area

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

ORDER OF PROTECTION

Each school office will maintain a list of non-custodial parents with a restraining order (Order of Protection). These individuals will not be allowed into the building or on school property. If a named person attempts entry onto the campus, a school administrator will confront the individual and attempt to convince him/her to leave immediately.

1. Request the a Sheriff's Deputy or member of Security provide immediate response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a "safe place" inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a "Code Red."
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Fire on School Grounds

In case of fire, the first priority is to protect human life. Secondary consideration is save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.
6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.

6. As appropriate, the School Administrator will activate Parent Alert System.

Loss or Failure Of Utilities

ELECTRICAL FAILURE

1. The principal of designee will call PG&E (911 or 1-800-743-5000) or the Lemoore Naval Air Station Public Works Trouble Desk (559-998-4123).
2. The principal will notify the District Superintendent's Office. (559-925-2619).
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

WATER LOSS

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks

1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Motor Vehicle Crash

Warning of a motor vehicle crash is usually by sight, sound, or fire. If a vehicle crashes near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the accident scene.
4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)925-2619
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.

7. Take roll to make sure the location of all students is known.

Responsibility

1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal
7. Teachers

Pandemic

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Pandemic flu occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could therefore overwhelm normal operations in educational settings. Pandemic flu differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- * It is a rare global outbreak that can affect populations around the world.
- * It is caused by a new influenza virus to which people do not have immunity.
- * It can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Pandemic Plan is a general guideline to increase preparedness in the event of an influenza pandemic. The Department of Public Health and the Centers for Disease Control will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. The District will work in concert with the Public Health department on controlling and containing the spread of the virus. Individual schools may be closed temporarily to contain the spread of the virus.

General protocols from both the District and site level include:

1. Working with local health officials and emergency preparedness officials. These agencies may need to use schools to disseminate information to families.
2. Determining the roles and responsibilities of the school staff (including all ancillary staff) to prevent the spread of disease.
3. Training nurses and staff in symptom recognition. Remember that a person who is infected may not show symptoms right away and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
4. Activating heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
5. Ensuring that students and staff members who are ill stay home.
6. Sending sick students and staff home from school immediately.
7. Providing fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
8. Monitoring bulletins and alerts from the Department of Health and Human Services.
9. Keeping staff and community informed of developing issues.
10. Assisting the Department of Health and Human Services in monitoring outbreaks.
11. Implementing online education, if necessary, so that students can stay home.
12. Maintaining surveillance after the initial epidemic in the event a second wave passes through the community.

District employees have a collective responsibility to ensure the protection of all people in the workplace by staying abreast of current public health guidelines to mitigate exposure to Pandemic Flu. Employees are expected to follow guidelines issued by the CDPH, including practicing appropriate Hand Hygiene to prevent the spread of respiratory infections from one person to another, and exercising appropriate Coughing and Sneezing Etiquette

Ensuring site safety of facilities through appropriate disinfection procedures will also be implemented. Such procedures include:

- Cleaning and disinfecting frequently touched surfaces daily and shared workspaces and work items before and after use.
- Storing and using disinfectants in a responsible and appropriate manner according to the label.
- Keeping all disinfectants out of the reach of children.
- Utilizing additional disinfecting procedures such as electrostatic sprayers to neutralize surfaces of potential contaminants and viruses.
- Use of gloves appropriate for the chemicals being used when cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Other considerations within the work setting include, but are not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Following guidance from the CDPH for face-covering use.
- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible.
- Using plexiglass screens in offices and areas where visitors may frequent, as much as practical.
- Closing or limiting access to common areas where employees are likely to congregate and interact.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.

Psychological Trauma

The Central Union School District recognizes the need and responsibility to protect the health, safety and welfare of our students; to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning. This attached policy, regulation, and manual (BP5141.52) corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury

Any staff member who is originally made aware of any threat or witnesses any attempt toward self-harm that is written, drawn, posted on social media, spoken or threatened, will immediately notify the Principal, their Designee or School Counselor/Psychologist. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality will be waived. The District's suicide crisis response procedures will be implemented. The suicide response guidelines are included in the attachments (Exhibit 5141.52 - Manual).

Suicide Threat

Definition - A suicide threat is a verbal or non-verbal communication that the individual intends to harm himself or herself with the intention to die but has not acted on the behavior.

1. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
2. Immediately inform your site Administrator.
3. The site Administrator will notify the School Counselor/Psychologist.
4. The School Counselor/Psychologist will conduct a threat assessment to determine risk and intervention See Exhibit 5141.52 (b).

Suspected Contamination of Food or Water

WATER LOSS

The school is not likely to loss its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks. On the base, water can sometimes be connected to the kitchen only directly from a nearby home. This procedure should only be taken with District Office and Navy permission.

- Call the District Office.
- Akers and Neutra should also call Public Works at Lemoore Naval Air Station.
- Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Screen student for mental health services and counseling; refer as needed.

f. Law enforcement investigation for evidence of planning and preparation, criminal activity.

g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

STEP 5 - Implement and monitor the safety plan.

Unlawful Demonstration or Walkout

WAR/ATTACK

Notification that enemy-initiated hostilities may be imminent is disseminated by the news media. It is more likely that an attack will occur without warning. If this occurs, the principal should do three things.

11. Under the direction of the superintendent or a military officer, dismiss students to go home.

12. Take the necessary steps to close the school.

13. Notify the appropriate officials.

If a school does receive warning of an imminent attack and there is no time to dismiss the students to go home, go to Code Yellow.

1. Take roll.

2. Notify the District Office.

3. Remain in a sheltered area until other action is advised or directed by a competent authority.

Emergency Evacuation Map

Comprehensive School Safety Plan

2023-24 School Year

School: Stratford Elementary School
CDS Code: 16-63883-6010326
District: Central Union School District
Address: 20227 1st Street
Stratford, CA 93266

Date of Adoption:

Date of Update: 9-13-23

Date of Review:

- with Staff 9-14-23
- with Law Enforcement 9-14-23
- with Fire Authority 9-15-23

Approved and/or Reviewed by:




Name	Title	Signature	Date
Julie Duty	School Site Council Chairperson		
Christina Gonzales	Site Principal		
Sergio Lopez	Head Custodian		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at central.k12.ca.us.

Safety Plan Vision

The intent of the Central Union School District is to provide a safe and secure learning environment for all its students. Two components of providing a safe environment are timely assessment and prevention of crime on our campuses and maintaining an Emergency Disaster Response Plan. The information in this Safe School Plan includes specific courses of action to be taken in case of an emergency as well as daily activities, which help preclude an emergency situation. Each employee should become familiar with this plan so that he or she will be prepared to carry out his/her responsibility should the need arise. Further, this plan deals with daily activities, which promote the general welfare of the students in our care.

The incidence of crimes reported at District schools is very low. Current information about reported crimes is maintained at the District Office (559-925-2600). In an effort to maintain a safe school environment, close coordination with local law enforcement agencies is maintained. All suspected crimes are reported to the Kings County Sheriff's Office or the Lemoore Naval Air Station Security Office for investigation. When appropriate, contact is made with Child Protective Services.

The plan is primarily devoted to the welfare and safety of students during school hours. There are some situations where the school may be used as a community resource during a disaster condition. Existing Board policies and administrative regulations have been included along with a copy of the Student Code of Conduct.

An emergency situation may strike any school campus at any time. These emergencies fall into two categories—natural and man-made. Earthquakes, floods and severe storms can occur with little or no warning and are natural. The possibility of fires, chemical accidents, falling aircraft, the use of firearms, bombs, and hostage taking are examples of man-made emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

Stratford Elementary School Safety Committee

The Stratford Elementary School safety committee is comprised of school staff, local law enforcement, and community members. The committee reviews potential threats and makes recommendations to improve plans, policies, and procedures.

Assessment of School Safety

Stratford Elementary School uses the process of assessment, planning, physical protection, and response capacity development designed to:

- 1) Protect students and staff from physical harm
- 2) Minimize disruption and ensure the continuity of education for all children
- 3) Develop and maintain a culture of safety
- 4) Inform school community of safety plan and procedures.

Stratford Elementary School:

- Assesses hazards, vulnerabilities, and capacities/resources
- Plans for physical risk reduction, maintenance of safe facilities, standard operating procedures, and training for disaster response
- Creates preparedness plans and conducts regular drills for a variety of potential incidents
- Monitors and improves through reflection, assessment, and plan improvement.

In addition, Stratford Elementary School's physical safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The school's Comprehensive School Safety Plan is aligned with the recommendations from the Kings County Office Education, local emergency responders, and public safety officials. Review and assessment of the current safety needs are conducted regularly.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Appropriate strategies and programs are in place to provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

- Child abuse reporting procedures
- Routine and emergency disaster preparedness and procedures
- Policies pursuant to Ed Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students
- Discrimination and harassment policy consistent with the prohibition against discrimination
- Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
- Safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting bullying and school crimes
- Healthy Kids Survey
- Staff and parent volunteers required to wear identification badges

School safety is the job of the entire school community. The Safety Plan is a continuous process that focuses on:

- Staff training
- Review of basic emergency and standard operating procedures
- School Evacuation Route Maps posted in each classroom
- Identification of campus and neighborhood risks and hazards
- Classroom emergency backpacks
- Updated student emergency cards
- Communication with families
- Implementation of emergency drills and procedures

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

In accordance with Penal Code (PC11165) and Central Union School District Board Policy (BP 5141.4), all employees of the Central Union School District are mandated to report any known or suspected child abuse and neglect instances.

A mandated reporter shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (PC1166)

Procedures and guidance are included as attachments (BP & AR 5141.4 Child Abuse Prevention And Reporting)

CHILD ABUSE/NEGLECT

When a child is suspected of being the victim of child abuse or neglect and is being removed from school premises, the principal or designee shall provide the telephone number and address of the student's parent/guardian to an officer of the law. The officer has the responsibility to notify the parent/guardian.

All staff associated with the school are considered mandated reporters. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; district office administrators, and district school resource officers.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

District Policies and procedures are included in the attachments.

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

SCHOOL SHELTER CAPACITIES

During a major disaster, the District may be directed to utilize school facilities as Mass Care Centers. The American Red Cross has been charged by Congress with the responsibility for assisting families and individuals to meet disaster-caused needs that cannot be met with family or individual resources.

Cafeteria Capacity, Stratford School: 656

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the

principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under below under "Grounds for Suspension and Expulsion: Grades K-12" or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel - Recommendation for Expulsion

Should a student violate one of the offenses outlined below, the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation for Expulsion

Should a student violate one of the offenses below, the principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the student for any of the following acts below committed at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

School Site Alternative

The following school site alternative may also be used with suspension or in place of suspension as listed on the preceding pages. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. Alternatives include, but are not limited to, the following:

1. Student conference
2. Parent conferences
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.
7. Detention
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Work Detention
14. Saturday School

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

Stratford Elementary School desires to provide a safe, orderly working environment for all employees. As part of the comprehensive school safety plan, strategies have been developed to protect employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. School administration shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

The Principal/Assistant Principal shall notify the teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in Education Code 48900. Teachers are kept informed of such offenses as they occur throughout the school year. The principal/teacher shall keep this information in confidence and must not further disseminate.

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

Upon receiving a complaint of discrimination or harassment, the site administration shall immediately investigate the complaint in accordance with site level procedures specified in AR 5145.7 – Sexual Harassment

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress And Grooming:

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel:

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

School Ingress:

Students arrive on campus in various ways. Walkers have sidewalks and crosswalks available to them. Bicyclists, once on campus, have a bike rack to secure their bicycles, and they are encouraged to have heavy-duty locks and cables.

A designated student drop-off area is available for parents choosing to drop off their children by automobile. Parents can enter the safe drop-off area and allow their children to exit the vehicle and step directly onto the sidewalk.

Students arriving to school by bus are dropped off in the designated bus loading zone. A yard supervisor is assigned to that area to ensure the safe unloading of all students from the bus.

School Egress:

Students leave campus in various ways. Walkers have designated exit gates where sidewalks and crosswalks are available. A yard supervisor is assigned to that area to supervise students as they exit the campus.

Students being picked up by parents are walked to the parent pick-up area by their teachers. Primary students remain with their teachers until face-to-face contact is made with the parents.

Students riding the bus are escorted to the bus loading zone by their teachers. Teachers remain with them at the bus loading zone until all students have safely loaded the bus.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Schoolwide Behavior Expectations: Tier 1 positive behavior interventions that assist in maintaining a safe and orderly campus

Element:

1. Common school-wide behavior expectations aligned to ROAR have been developed for specific locations, and these are posted throughout the campus. All behavior expectations are explicitly taught during the first two weeks of school, and they are revisited throughout the school year as needed. A passport day is held after winter break to revisit common behavior expectations by location.
2. The library provides an alternative indoor recess option for students who require a more structured recess break. Students are given the opportunity to reflect on their choices in a non-threatening environment, while working on the skills necessary to be more successful on the playground.
3. Peaceful Playground trainings are provided during the first seven days of school. During these trainings, students are explicitly taught the playground rules for specific activities/games and locations. These rules are revisited throughout the school year as needed.
4. Instructional aides are trained annually in proactive student supervision, as well as strategies for deescalating unwanted student behaviors.

Opportunity for Improvement:

Continue to evaluate the progress of resources and services as they relate to providing a safe and orderly campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will provide a safe/orderly learning environment for all students.	Explicitly teach student behavior expectations. Explicitly teach students playground activities and games. Train yard supervisors in proactive supervision and strategies for deescalating unwanted behaviors.	Peaceful Playgrounds PBIS model School Resource Officer District Counselor Parent surveys Student SEL screener	Principal/Assistant Principal	Student SEL screeners and parent survey data will reflect an overall feeling of safety on the campus.

Component:

Attendance

Element:

Regular school attendance is essential to student academic success. Our goal is to inform parents of the legal attendance requirements, as well as demonstrate the positive correlation between good school attendance and student academic success.

Opportunity for Improvement:

Continue to promote good school attendance and remove the barriers that negatively affect student attendance rates.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will maintain a school-wide attendance rate of 96.5% or better for the current school year.	Maintain an active SARB process. Inform parents of legal requirements. Promote student connectedness. Reward positive student attendance.	SARB Committee School Resource Officer District Counselor Schoolzilla	Principal/Assistant Principal	PowerSchool will reflect a school-wide attendance rate of 96.5% or better for the 2023-2024 school year.
We will maintain a chronic absentee rate of 3% or less during the current school year.	Maintain an active SARB process. Inform parents of legal requirements. Promote student connectedness. Reward positive student attendance.	SARB Committee School Resource Officer District Counselor Schoolzilla	Principal/Assistant Principal	PowerSchool and the state accountability system will reflect a school-wide chronic absentee rate of 3% or less for the 2023-2024 school year.

Component:

Student Behavior Code of Conduct

Element:

Students are held accountable for following school rules and adhering to behavior expectations. Violations of school rules will result in written documentation, parent contact, and/or other appropriate consequences as outlined in the Parent/Student handbook. Classroom policies are also developed and reviewed with students. Parents are informed of such policies at Back to School events, parent conferences, and other means of communication.

Opportunity for Improvement:

Continue to provide a proactive means of addressing student behaviors.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will maintain a suspension rate of 2% or less for the current school year.	<p>Explicitly teach student behavior expectations.</p> <p>Provide students with structured alternative recess options.</p> <p>Explicitly teach students playground activities and games.</p> <p>Train yard supervisors in proactive supervision and strategies for deescalating unwanted behaviors.</p>	<p>Peaceful Playgrounds</p> <p>PBIS model</p> <p>School Resource Officer</p> <p>District Counselor</p> <p>District Psychologist</p>	Principal/Assistant Principal	PowerSchool, Schoolzilla, and the state accountability system will reflect a suspension rate of 2% or less for the 2023-2024 school year.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Stratford Elementary School Student Conduct Code

Our school maintains high standards of conduct and behavior for all students. It is believed that appropriate student conduct is essential in order to make each student’s experience at school meaningful, productive, and enjoyable. The development of proper school behavior is necessary to provide an effective learning environment for all students and to accomplish the following:

1. Develop the student’s ability to assume responsibility for his/her actions.
2. Develop the student’s ability to make appropriate decisions regarding his/her actions based on “cause and effect” relationships.
3. Develop the student’s awareness of the impact of his/her actions on the rights of others.
4. Develop the student’s ability to deal with problems and/or conflicts within the framework of accepted social standards.
5. Develop the student’s sense of respect for himself/herself, other people, property, and the laws governing today’s society.

An Assertive Discipline Program is utilized at our school. Our discipline program encourages and rewards appropriate behavior with praise and motivational incentives. For those students choosing to break the rules, a negative consequence will follow. Close cooperation between the home and the school is vital in the development of appropriate behavior patterns. Thus, it is important that all concerned parties are aware of what the rules are and why they exist. With this in mind, the following is provided for your guidance and information.

The rules governing the behavior of students and the operation of the school reflect three guiding principles:

- (1) The school exists as a place to learn.
- (2) Teachers have a right to teach and all students have a right to learn.
- (3) Self-discipline is the key to school discipline. Our expectations for student conduct, therefore, boil down to common sense, good manners, and respect for one another. The following are the specific rules governing the operation of the schools. Each of these is intended to ensure the safety of the students and to promote an orderly, pleasant and effective school environment.

Students will be on time and prepared to learn.

* Play stops immediately when the first bell rings (or whistle is sounded)

* All students must check in at the office if tardy to school, if leaving during the school day, when going home for and/or coming back from lunch.

- * Personal items, such as toys, knives, skateboards, iPods and other electronic devices etc., are not to be brought to school unless so directed or authorized by a teacher.
- * Students are not to enter another student's desk, book bag, locker, etc.
- * Students should not have valuables or money anywhere but on their person.
- * Students should return all lost and found articles to the office or to the Lost and Found Box.

Students will conduct themselves in a way that will not disrupt the learning environment.

- * Such things as gum and seeds are not allowed at school.
- * Students are not to eat in classrooms or on the playground except during a planned activity under the direct supervision of a teacher.
- * Students may use the office phones only with specific permission from their teachers or from office personnel.
- * Students will play at recess in the designated play areas only. Other areas, building and corridors are OFF LIMITS during recess.
- * On rainy or wet days, students should stay on concrete and asphalt areas.
- * Students are not to run in corridors, on the sidewalks, or in the rooms.
- * Students should not bounce balls in corridors or on walls of any building.

Conduct Code Procedures

The general function of the public school is to prepare youth for positive citizenship in a democratic society. A strong academic program is essential to citizenship development, but intellectual training, which ignores moral values, is useless to either society or the individual.

Human behavior has always required intelligent control and restraint both from without and from within the individual.

Whenever these restraints or controls are ignored, society breaks down or the individual is in conflict with society.

Habits of correct or acceptable behavior are learned. As in all learning, growth is based upon insight and understanding.

The best discipline, therefore, is that which the students understand and will accept.

The number of rules does not determine the effectiveness of student control. Democratic society depends upon a self-disciplined citizenry.

Every effort will be made to prevent discipline problems from occurring. Teachers and administrators will be constantly alert to any unusual symptom that could develop into a serious situation. It is better to solve problems than to correct mistakes.

It is the right and privilege of every student to attend school. However, with these rights comes the responsibility to abide by and adhere to the regulations established by the California Education Code which states: "All pupils shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers of the school."

A lack of follow-through on assigned work (whether homework or class work) is a motivational problem to be solved by the student, the teacher, and the parent. Care should be taken to determine the reason a student does not complete assigned work. The aim of the Central Union School District is to address the cause, not the symptom. A student with good self-discipline does complete his/her assignments. A student who does not complete his/her assignments frequently exhibits frustration and/or boredom. A student who chooses to use work time for inappropriate behavior can expect to have discipline problems.

A well-disciplined student body reflects the efforts of the entire staff. The administration can establish a conduct code consisting of rules and procedures but unless it is meaningful in purpose and understood and respected by students, parents, and teachers, it can never be effective.

School Site Corrective Measures

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. The school shall also consider the attitude of the student, the corrective measure to be utilized by the parent(s) at home, the seriousness of the infraction, the number of similar violations committed by the student, the established intent of the student, and other alternatives which convey to the student and to all the students at large, that an appropriate consequence shall be implemented commensurate with the seriousness of the infraction. Alternatives include, but are not limited to, the following:

The following school site alternative may also be used with suspension or in place of suspension as listed.

1. Student Counseling
2. School Resource Office Contact
3. Parent conferences
4. School nurse intervention
5. School site change
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contract
6. Restriction of campus privileges, school activities, etc.
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of the classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Campus Beautification
14. Loss of internet privileges or device
15. Saturday School
16. Suspension

Cumulative or excessive (15 or more) infractions, will result in site notification to the superintendent for consideration of additional alternatives or other measures.

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

As per guidance in BP 5145.9 (Hate-Motivated Behavior), a student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. (See attachments for policy).

(J) Procedures to Prepare for Active Shooters

The school staff receives annual training on active shooter response and counter measures. The school site performs periodic drills with both staff and students on procedures for armed intruders and or threats to the school site. School security walkthrough performed annually with school site administration and custodial personnel.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

Stratford Elementary School Administration, School Site Council, and School Safety Committee shall consult with local law enforcement and review, evaluate, and update the plan annually. The School Site Council and the Governing Board will approve the updated plan annually.

Safety Plan Appendices

Emergency Contact Numbers

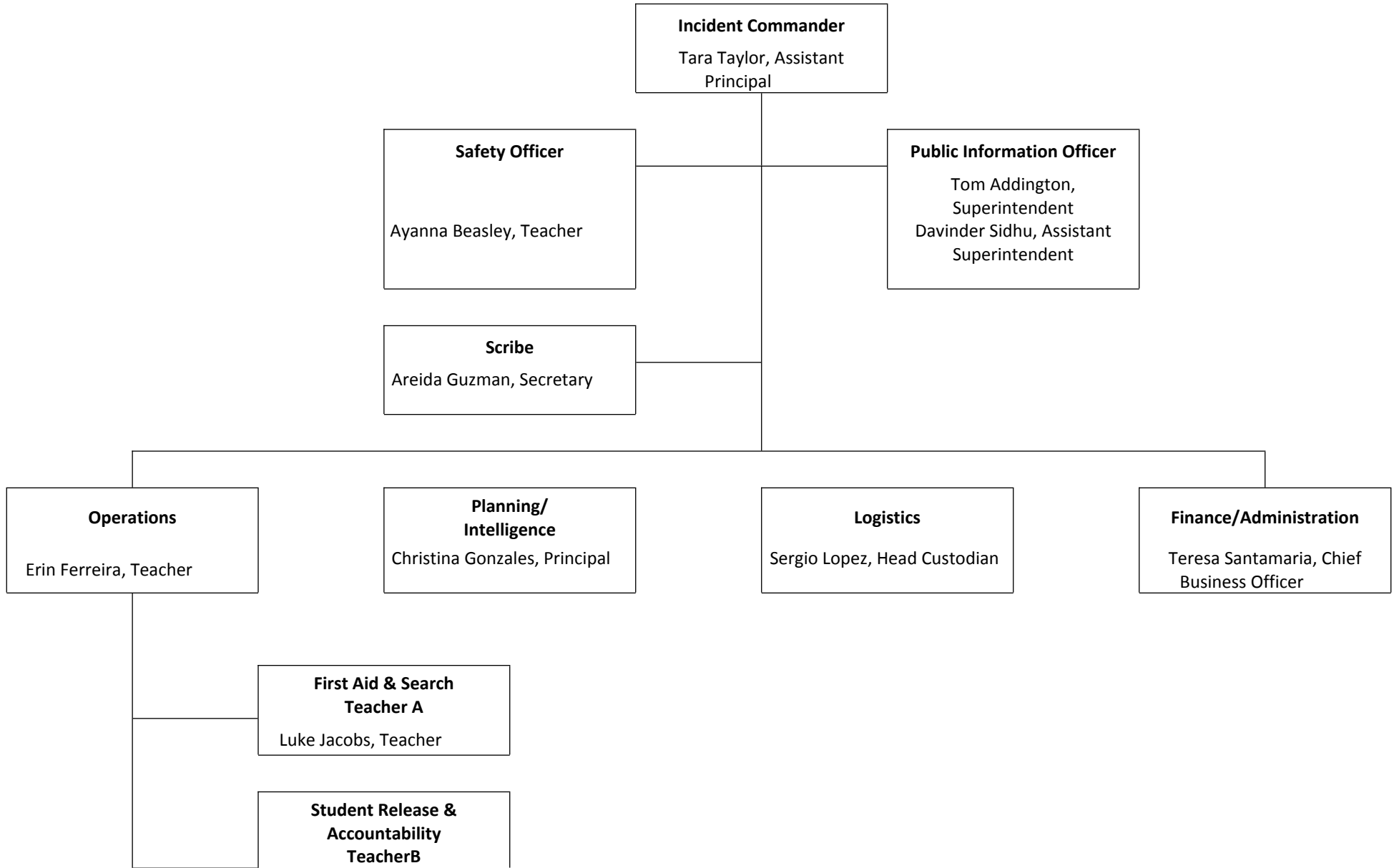
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Kings County Sheriff's Department	559-584-1431	
Law Enforcement/Fire/Paramedic	Kings County Fire Department	559-852-2881	
Law Enforcement/Fire/Paramedic	School Resource Officer	559-572-4822	
Public Utilities	Stratford Public Utility District	559-947-3037	
School District	Superintendent	559-381-3662	
School District	Assistant Superintendent	559-360-6748	
School District	Director of Student Services	559-936-2077	
School District	Principal	559-816-5696	
School District	Assistant Principal	501-593-7291	
School District	District Nurse	559-707-0467	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan reviewed at staff meeting with teachers	September 14, 2023 @3PM	Stratford Elementary School Teachers Meeting
Safety Plan reviewed at instructional aides meeting	September 13, 2023 @1PM	Stratford Elementary School Instructional Aides Meeting
Safety Plan reviewed at School Site Council meeting	September 13, 2023 @3PM	Stratford Elementary School Site Council Meeting
Safety Plan reviewed with School Resource Officer	September 14, 2023 @10AM	Stratford Elementary School Office
Safety Plan reviewed with Local Fire Department	September 18, 2023 @11AM	Stratford Elementary School Office

Stratford Elementary School Incident Command System



Melissa Benedicto, Teacher

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

LEVEL I – OVERSIGHT

The principal, in conjunction with the School Commander, evaluates the situation and determines the first response, which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The Principal interfaces with the District Office and parents, and manages staff that are not in a primary operations role. He/She also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

The Principal – Mrs. Christina Gonzales

- Evaluates the situation
- Determines the first response
- Oversees the situation
- Interfaces with District Office, Parents & Manages

DISTRICT OFFICIALS
Tom Addington
Davinder Sidhu
Chief Business Officer

- Monitor the event through contact with the Principal.

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

The school Emergency Operations Team is responsible for directing “crisis containment” operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

SCHOOL COMMANDER
Tara Taylor, Assistant Principal
Alternate: Ayanna Beasley, Teacher

- Interacts with Principal to determine appropriate action
- Activates the EOT
- Manages overall operations
- Compiles status and final incident report. (Forms #4-7)

LOGISTIC LEADER
Head Custodian, Sergio Lopez
Alternate: Erin Ferreira, Teacher

- Maintains Supplies
- Gets supplies
- Transportation
- Document all Activities – Form #8

PUBLIC INFORMATION OFFICER
Superintendent, Tom Addington
Alternate: Davinder Sidhu, Assistant Superintendent

- Releases all information
- Completes Form #10

SAFETY
 Ayanna Beasley, OFFICER
 Teacher
 Alternate: Barbara Infante, Teacher

- Oversees Safety
- Determines if actions by EOT are harmful
- Determines staff/students are evacuated far enough from school
- Completes Form #11

INCIDENT LOG SCRIBE
 Secretary, Areida Guzman
 Alternate: Ariana Avila, Office Clerk

- Maintains Emergency Kit
- Transport Emergency Kit to Command Post
- Completes Incident report form #14
- Files all forms
- Document all Activities form #8

SUPPORT PERSONNEL LEADER
 Library Clerk: Jennifer DeRaad
 Alternate: Maricela Lopez, Instructional Aide

- Make sure all Radios are distributed and working
- Liaison between EOT and EOST
- Check to see if the Emergency Kit is transported to Command Post

LEVEL III – EMERGENCY OPERATIONS TEAM (EOT)

The Emergency Operations Support Team (EOST) consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operation Team.

STUDENT RELEASE LEADER
 Melissa Benedicto, Teacher
 Alternate: Courtney Wilcox, Teacher

- Distributes student rosters to all teachers
- Creates a Student Emergency file/binder for Command Post
- Documents student release procedures
- Completes Form # 2-3

CARE TEAM LEADER
 School Counselor, Liliana Alvarado
 Alternate: Alexandra Melvin, District Psychologist

- Identifies all Care Team personnel and necessary staging area.
- Notifies local Clergy
- Notifies and locates local counselors or Trauma counselors
- Coordinates aftermath procedures for staff & students

FIRST AID LEADER
 District Nurse, Carrie Dozier
 Alternate: Araceli Rios, Health Aide

- Identifies trained personnel and staging area.
- Maintains ample supplies for First Aid Kit
- Administers First Aid
- Assigns personnel to accompany students/staff to hospital.
- Records treatment by Completing Form #12

<p>FOOD Head Alternate: Clara Lopez Obeso, Cafeteria Helper</p> <ul style="list-style-type: none"> • Oversees dispensation of food and water 	<p>SERVICE</p> <p>Cook, Aime</p>	<p>LEADER Flores</p>
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<p>MAINTENANCE Head Alternate: Pablo Avila, Maintenance Supervisor</p> <ul style="list-style-type: none"> • Oversees Utility control • Assists with building keys • Directs Emergency Responders 	<p>Custodian, Sergio</p>	<p>LEADER Lopez</p>
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<p>LEVEL Teachers, coaches, instructional aides, and other support staff managing the welfare of students</p> <ul style="list-style-type: none"> • Know the whereabouts of all students in their care at all times • Take student attendance every half hour during, before, and after each Response Action (i.e. relocating students), until students are released into their parents/guardians' care 	<p>IV:</p>	<p>MANAGING</p>	<p>STUDENTS</p>
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Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The Command Team evaluates the situation to identify the type of emergency, threat, or hazard. (Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?)

Step Two: Identify the Level of Emergency

The Command Team determines the level of emergency, and its potential impact on school safety. (What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?)

Step Three: Determine the Immediate Response Action

Based on the level of emergency, the Command Team determines the necessary response action, including the mobilization of resources and the execution of emergency procedures. It is important to evaluate whether conditions are more dangerous outside or inside the school, and choose response procedures accordingly. (Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed than to delay calling them and risk injury or harm.)

Step Four: Communicate the Appropriate Response Action

The Principal communicates with the District Office and parents, and manages staff members who are not in a primary operations role. He/she also maintains communication among school staff who are managing students, by making announcements or sending runners if the public address system is down.

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Emergency	Contact	Numbers.
1. Kings County Sheriff's Office	Dispatch Office	911
3. Kings County Sheriff's Office	Office	582-3211
4. Kings County District Office	Office	924-3405

MISSING

STUDENT

When any employee suspects a student is missing, he/she should notify the principal, the clerical staff, and the custodians. The principal will notify the superintendent. If the employee who suspects a child is missing is not the child's teacher, the classroom teacher should also be notified. As quickly as possible, all these people should be given the following information:

1. Name of student
2. Age
3. Physical description
4. Clothing worn
5. Last known location
6. Time last seen

If the student is not found soon, contact the parents. Notify law enforcement whether or not the parent has notified them.

EVACUATION

The signal for an evacuation is the same as for a fire drill. All students are to immediately vacate the buildings using fire drill procedures. Teachers must take their Class Emergency Lists outside for roll call and appropriate actions. When released by an administrator, students should proceed directly to the location specified (buses, walking in order to another location, or back to the classrooms).

1. All relocation decisions will be made by administrators (or law enforcement if present).
2. Staff members are to remain with students until all students have been released. Remember to stay clam. Your emotions will feed into students' reactions.
3. Practice fire drills and evacuation procedures on a scheduled basis.

It may be necessary to use all available transportation to transport students and staff from an area of danger to an area of safety. The principal and District Office will coordinate the use of school buses. Aboard NAS Lemoore, Navy buses may be coordinated by members of Security.

If students and staff are transported away from campus, keep in mind that some District kindergarten classes are on a split-day schedule. Avoid a situation where afternoon students arrive and find no on at school.

If students are sent home, notification to teachers should be made in writing and delivered by a staff member. In many emergencies, electronic communication systems are not fully operative. Students should be sent home only on direct orders from the District Office or from military personnel.

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LOCKDOWN

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

1. Begin a "lock down" procedure, and utilize Lockdown signal.
2. Call 911
3. Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
4. If students are not in classrooms, Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.
5. Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
6. Notify the office so a Code Red signal can be sounded (not the same as a fire drill alarm)
7. Lock the doors, Stay away from doors and windows and wait quietly for further instructions.
8. If outdoors, go directly to the nearest classroom. Each teacher should take roll.
9. Pull any curtains or close any blinds and turn off the lights.
10. Take roll (Class Emergency List).
11. Remain in the classroom until an "all clear" announcement is made.

DROP AND COVER
Types of Crisis: Earthquake: Explosion

If inside building

- 1) Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- 2) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
- 3) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- 4) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.

If outside building

- 1) Move away from buildings, trees, fences and power lines
- 2) Drop to your knees
- 3) Clasp both hands behind your neck
- 4) Bury your face in your arms
- 5) Make your body as small as possible
- 6) Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.

Types of Emergencies & Specific Procedures

Aircraft Crash

Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions should be taken:

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the aircraft.
4. Notify the Kings County Sheriff's Office. You may just call 911.
5. Notify the Superintendent. (559)924-3405
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. Cancel automatic bell system. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility

1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal
7. Teachers

In the event of a fallen aircraft, teachers should instruct students to implement duck, cover, and hold procedures. Students should duck under furniture, face away from windows, clasp both hands behind their necks, close their eyes, and cover their ears with their forearms. Students are to hold that position until instructed to stop.

If the building or site is evacuated, all students and staff are to maintain a safe distance from the aircraft (at least 400 yards), and move away and upwind to avoid injury from fumes and a possible explosion.

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance

Armed Assault on Campus

ARREST OF STUDENTS:

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.
3. Request to be present during questioning if the student is at least twelve years old, with approval of the student. (Final discretion is that of the officer)
4. Be present during questioning if the student is younger than twelve years old.

Student Searches

In determining whether reasonable suspicion exists, administrators shall consider the following five factors.

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness of the problem, which would initiate the search.
3. If there is an immediate need to search.
4. The reliability of the information used to determine the need to search.
5. The location of the student at the time of the incident that caused reasonable suspicion.

When reasonable suspicion is established, the administrator will direct the student to an office or other area separate from other students and adhere to the following guidelines.

1. At least two employees must be present.
2. The student should be directed to empty his/her pockets, purse, wallet, or back pack and to pull any pockets in his/her clothing inside out to demonstrate that they are empty.
3. The administrator should avoid physical contact with the student.
4. If the student refuses to comply, the administrator shall take possession of the purse or other object to examine the contents for a possible violation of law.
5. A pat down of the outer clothing should preferably be done by a staff member of the same gender as the student and must be done quickly with minimal contact. Check the areas around the belt and interior pockets, looking for concealed weapons, drugs, or other contraband. Employees will not conduct strip searches or body cavity searches.
6. If an object is felt, the subject will be asked to remove the object. If the student refused to remove the object, the administrator may remove the object.
7. If the student is combative and refuses to cooperate, immediately discontinue the attempted search and, depending on the circumstances, contact law enforcement personnel.

Removal of a Student

If, during the course of an interview, an officer of the law finds it necessary to remove the student from school, the administrator or designee shall:

1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department he/she represents.
3. Obtain the charges against the minor student.
4. Obtain the destination of the arrested student.
5. Notify a parent or guardian of the student.

Parent Notification

Except in cases of child abuse or neglect, the administrator or designee shall attempt to notify the student's parent/guardian prior to the officer interviewing the student. The parent/guardian shall be informed of the following:

1. The reason for the student being questioned.
2. The officer's name, badge number, and agency represented.
3. The student's destination and the phone number of the arresting agency if the student has been arrested.

Discovery of Weapons or Other Contraband

1. When an individual is found in the possession of a weapon or contraband, the administrator and a law enforcement officer should immediately be called to the scene.
2. If the weapon or contraband is not allowed by law, the officer may take custody of the object(s) and the person who brought in on campus.
3. If the weapon or contraband is not illegal but is prohibited by the Education Code or district policy, the principal or designee will take custody of the object(s) and take appropriate disciplinary action.
4. All property taken from an individual that is not prohibited by law or school policy will be returned.

Biological or Chemical Release

A chemical spill or accident usually happens near a campus, not on it. For this reason, the notification is usually received from the fire or police (Sheriff). The following precautions should be taken:

Action

1. Determine the need to evacuate the buildings. This is usually done in consultation with other local authorities.
2. Determine where the students and staff should leave the school grounds.
3. If it is necessary to evacuate the area, move in classroom groups crosswind, never directly with or against the wind which may carry fumes.
4. A custodian will shut down HVAC systems.
5. Render first aid as necessary.
6. Take roll each time students move (Class Emergency List).
7. If outside agencies did not notify the school of the accident, call 911.
8. Notify the district office.
9. Students and staff members are not to return to the buildings (or campus) until the area has been determined safe.
10. If a chemical accident occurs near the end of the school day or before school begins, guides may need to be sent to key points in order to direct students and others away from the affected area.
11. If a full evacuation is necessary from the buildings, use the fire drill exit routes and procedures.

Responsibility

1. Principal
2. Principal
3. Principal/staff
4. Custodian
5. Nurse/staff
6. Teachers
7. Principal/secretary
8. Principal/secretary
9. Principal
10. Principal/staff
11. Principal/staff

Bomb Threat/ Threat Of violence

BOMB

THREAT

All bomb threats must be taken seriously. The fire alarm will be used to signal an evacuation from all buildings. Law enforcement must be notified. Normally, a bomb squad will not be called unless a suspicious object is found. Do not transmit with two-way radios, turn off beepers, do not use cell phones, and do not activate microwave ovens. Explosives may be detonated by electronic signals. Cooperate with law enforcement personnel in search the area for foreign or suspicious objects. If one is found, do not touch it or move it.

Person

Receiving

the

Call

1. Use the form on the next page.
2. Keep the caller on the line. Delay the caller with questions and statements such as:
 - What did you say?
 - I did not understand you.
 - May I have you speak to the principal?
3. Gather and record information about the call. Ask questions.
 - Where is the bomb?
 - What time will it detonate?
 - What kind of bomb is it?

- What does the bomb look like?

4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

Office Staff
 1. Call District Office at 911.
 2. Call the District Office at 924-3405.

Bomb Threat Call Reporting Form

- Ask questions. Exact wording of the bomb threat.
1. When is it going to explode? _____
 2. Where is it right now? _____
 3. What does it look like? _____
 4. What kind of a bomb is it? _____
 5. What will cause it to explode? _____
 6. Did you place the bomb? Why? _____
 7. What is your address? _____
 8. What is your name? _____
 9. How can I reach you by phone? _____

Caller's voice: Background sounds:

<input type="checkbox"/> Calm	<input type="checkbox"/> Nasal	<input type="checkbox"/> Traffic	<input type="checkbox"/> Dishes
<input type="checkbox"/> Angry	<input type="checkbox"/> Stutter	<input type="checkbox"/> Voices	<input type="checkbox"/> PA system
<input type="checkbox"/> Excited	<input type="checkbox"/> Lisp	<input type="checkbox"/> Music	<input type="checkbox"/> Motor
<input type="checkbox"/> Slow	<input type="checkbox"/> Raspy	<input type="checkbox"/> Animals	<input type="checkbox"/> Baby
<input type="checkbox"/> Rapid	<input type="checkbox"/> Deep	<input type="checkbox"/> Static	<input type="checkbox"/> Local call
<input type="checkbox"/> Soft	<input type="checkbox"/> Child	<input type="checkbox"/> Pay phone	<input type="checkbox"/> Long distance
<input type="checkbox"/> Loud	<input type="checkbox"/> Normal	<input type="checkbox"/> Familiar	<input type="checkbox"/> Laughing
<input type="checkbox"/> Crying	<input type="checkbox"/> Slurred	It sounds like:	_____
<input type="checkbox"/> Distinct	<input type="checkbox"/> Adult	<input type="checkbox"/> Familiar	_____
<input type="checkbox"/> Deep	<input type="checkbox"/> Coughing	<input type="checkbox"/> Horse	_____
	<input type="checkbox"/> Whisper		_____

Other information:

Sex of caller: _____

Nationality (by accent): _____

Length of call: _____

Number call was made to: _____

Time and date of call: _____

Threat language: well spoken; educated; foul language: incoherent; irrational; recorded or taped; message read by the threat maker.

Date: _____ Name: _____

Position: _____ Site: _____

People the call was reported to: _____

Phone number of the people: _____

Other remarks: _____

CAMPUS SWEEP AND RESCUE TEAM

Some emergency situations don't allow for a safe or orderly evacuation of buildings. Any time buildings are evacuated and there is a

possibility of an injured person remaining somewhere within a building, the Campus Sweep and Rescue Team should take action. The site administrator, predesignated teachers, and predesignated custodians usually make up this team. The team should proceed in an orderly and pre-established sweep pattern, checking each classroom, storage room, auditorium, bathroom, etc. Document which rooms have been checked as the sweep is conducted.

1. Each room should be checked visually, vocally, and physically, if safety allows all three.
2. If an injured student or employee is discovered, one member of the team should remain with the injured person while another member of the team summons help.
3. Team members should also assess any structural damage to school buildings and equipment and determine if they are useable during a continued emergency.
4. The team will need to assess several capabilities (water, gas, electricity, sanitation, phones, etc.).

Bus Disaster

FIELD TRIPS

Field trips present their own special problems during emergencies. Usually students are outside and teachers should be familiar with emergency procedures when students are not in buildings. If students are on a bus during an emergency, the bus driver is in charge, but teachers are the people students know and trust so teachers should work closing with the bus driver to keep students calm and safe.

No teacher should leave for a field trip without the names of students, names of parents/guardians of the students, phone numbers and emergency numbers for each student (Class Emergency List). Teachers should also be familiar with any health problems participating students may have. Provision should be made for students with diabetes, asthma, and insect bite allergies.

Chaperones must have cleared a CD check through the District Office. Further, if a parent will be alone with a student, such as at a bathroom, the parent must pass fingerprint screening before being allowed to come as a chaperone. Those adults who can legally be with a student alone should have a separate name badge from other adults so students can tell the difference. Also, students should have name tags. Avoid using complete first and last names on student name tags when off campus.

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge. The responsibility for the release of students still rests, however, with employees of the Central Union School District. The following bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of children.

Responsibilities of the Driver and Teachers

1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:
 - 4.1 Type of accident
 - 4.2 Location of nearest intersection
 - 4.3 Extent of injuries and any request for emergency ambulance service
 - 4.4 Request another bus for to transport students (if necessary)
 - 4.5 Provide the names of people sent to the hospital and name the hospital

Responsibilities of the School of Attendance

1. Notify the District Office (559-925-2600)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians
5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

Disorderly Conduct

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the Local District Superintendent of the situation.

Earthquake

Much of California is considered "earthquake country." Because no advance warning is given, earthquake drills should be conducted semi-annually. Use the following procedures when an earthquake begins:

Inside a Building

1. Duck under furniture, clasp your hands around your neck, cover your ears with your forearms, close your eyes, and face away from glass.
2. Students are to remain in this position until it is determined that it is safe to move.
3. If the classroom or building has sustained structural damage, the teacher is to have the students follow normal fire drill procedures (without an alarm sounding) following termination of the quake.
4. Teachers should take roll (Class Emergency List).
5. Assessment of injuries should be made as quickly as possible.
6. Render first aid as needed.
7. Be prepared for strong aftershocks.
8. The office staff will call 911 or other emergency help as needed. Keep phone lines free for emergency use.
9. The principal and maintenance staff will determine the extent of damage and will give clearance when students are able to return to the classroom.
10. If there is significant damage, the superintendent and principal will make a decision about dismissing students from school for the day.

Outside the Building

1. Drop to the ground.
2. Remain in a cleared area free from potential falling objects (trees, backstop, buildings, power lines).
3. Children will remain under the supervision of the nearest school adult when the earthquake occurred until further instructions from the principal.
4. Assessment of injuries should be made as quickly as possible.
5. Render first aid as needed.
6. Under no circumstances should students or staff attempt to return to a building during an earthquake.
7. Be prepared for strong aftershocks.
8. Buses will pull over in an area safe from falling debris.

ELECTRICITY

1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Office. (559-924-2600)
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.

4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

EMERGENCY KIT

1. Flashlight with batteries stored outside
2. First aid kit
3. Non-Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)
6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact Red Cross (559-732-6436).

Explosion or Risk Of Explosion

Action

1. At the sound of an explosion, give the command “drop.”
2. If the explosion occurs within the building or threatens the building, sound the fire alarm.
3. Move to a safe area and supervise students.
4. Render first aid as necessary.
5. Notify the Fire Department (911).
6. Notify the Kings County Sheriff’s Office.
7. If there are small fires which you can fight without endangering life, do so.
8. Take roll and account for all pupils (Class Emergency List).
9. Notify the District Office.
10. Notify utility companies of any break or suspected break in lines or pipes that might present an additional hazard.
11. Students and staff members are not to return to the school buildings until they are declared safe.

Responsibility

1. Staff
2. Principal, staff
3. Staff
4. Nurse, staff
5. Principal, clerical
6. Principal, clerical
7. Custodians, staff
8. Teachers
9. Principal
10. Principal
11. Principal, emergency personnel

Fire in Surrounding Area

In case of fire, the first priority is to protect human life. Secondary consideration is to save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the “all clear” signal.

6. The principal will report suspected arson to law enforcement officials.

7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

FIRST AID/TRAINED EMPLOYEES

Each site is to maintain a current list of employees trained in first aid and CPR. Plans should be made ahead of time for these people to be relieved of their duties by other staff members when an emergency situation calls for their assistance in giving first aid and/or CPR. Trained staff members should represent several grade levels and should normally be assigned to rooms in different parts of the campus.

In an emergency situation, the nurse's office may not be available. The nurse and other office staff members should ensure that Emergency Cards and first aid supplies are available in a safe area. Those administering first aid must keep complete records of students injured, the nature of the first aid administered, the time, reason, destination, and names of all student removed from campus for medical treatment.

A student's Emergency Card must accompany him/her when leaving campus for medical aid. Also, information regarding the extent of injury, first aid administered, and other critical information regarding the student's health should accompany the Emergency Card.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

ORDER OF PROTECTION

Each school office will maintain a list of non-custodial parents with a restraining order (Order of Protection). These individuals will not be allowed into the building or on school property. If a named person attempts entry onto the campus, a school administrator will confront the individual and attempt to convince him/her to leave immediately.

1. Request a Sheriff's Deputy response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a "safe place" inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a "Code Red."
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Fire on School Grounds

In case of fire, the first priority is to protect human life. Secondary consideration is to save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.
6. The principal will report suspected arson to law enforcement officials.

7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

FIRST AID/TRAINED EMPLOYEES

Each site is to maintain a current list of employees trained in first aid and CPR. Plans should be made ahead of time for these people to be relieved of their duties by other staff members when an emergency situation calls for their assistance in giving first aid and/or CPR. Trained staff members should represent several grade levels and should normally be assigned to rooms in different parts of the campus.

In an emergency situation, the nurse's office may not be available. The nurse and other office staff members should ensure that Emergency Cards and first aid supplies are available in a safe area. Those administering first aid must keep complete records of students injured, the nature of the first aid administered, the time, reason, destination, and names of all student removed from campus for medical treatment.

A student's Emergency Card must accompany him/her when leaving campus for medical aid. Also, information regarding the extent of injury, first aid administered, and other critical information regarding the student's health should accompany the Emergency Card.

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Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

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1. Request a Sheriff's Deputy response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a "safe place" inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a "Code Red."
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Flooding

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. The School Administrator will notify “911” and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

Loss or Failure Of Utilities

ELECTRICAL FAILURE

1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Superintendent's Office. (559-925-2619)
3. If the school can call out, but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

WATER LOSS

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks

1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Motor Vehicle Crash

Warning of a motor vehicle crash is usually by sight, sound or fire. If a vehicle crashes near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the accident scene.
4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)925-2619

6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility

1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal
7. Teachers

Pandemic

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Pandemic flu occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could therefore overwhelm normal operations in educational settings. Pandemic flu differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- * It is a rare global outbreak that can affect populations around the world.
- * It is caused by a new influenza virus to which people do not have immunity.
- * It can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Pandemic Plan is a general guideline to increase preparedness in the event of an influenza pandemic. The Department of Public Health and the Centers for Disease Control will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. The District will work in concert with the Public Health department on controlling and containing the spread of the virus. Individual schools may be closed temporarily to contain the spread of the virus.

General protocols from both the District and site level include:

1. Working with local health officials and emergency preparedness officials. These agencies may need to use schools to disseminate information to families.
2. Determining the roles and responsibilities of the school staff (including all ancillary staff) to prevent the spread of disease.
3. Training nurses and staff in symptom recognition. Remember that a person who is infected may not show symptoms right away and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
4. Activating heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
5. Ensuring that students and staff members who are ill stay home.
6. Sending sick students and staff home from school immediately.
7. Providing fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
8. Monitoring bulletins and alerts from the Department of Health and Human Services.
9. Keeping staff and community informed of developing issues.
10. Assisting the Department of Health and Human Services in monitoring outbreaks.
11. Implementing online education, if necessary, so that students can stay home.
12. Maintaining surveillance after the initial epidemic in the event a second wave passes through the community.

District employees have a collective responsibility to ensure the protection of all people in the workplace by staying abreast of current public health guidelines to mitigate exposure to Pandemic Flu. Employees are expected to follow guidelines issued by the CDPH, including practicing appropriate hand hygiene to prevent the spread of respiratory infections from one person to another, and exercising appropriate Coughing and Sneezing Etiquette

Ensuring site safety of facilities through appropriate disinfection procedures will also be implemented. Such procedures include:

- Cleaning and disinfecting frequently touched surfaces daily and shared workspaces and work items before and after use.
- Storing and using disinfectants in a responsible and appropriate manner according to the label.
- Keeping all disinfectants out of the reach of children.
- Utilizing additional disinfecting procedures such as electrostatic sprayers to neutralize surfaces of potential contaminants and viruses.
- Use of gloves appropriate for the chemicals being used when cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Other considerations within the work setting include, but are not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Following guidance from the CDPH for face-covering use.

- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible.
- Using plexiglass screens in offices and areas where visitors may frequent, as much as practical.
- Closing or limiting access to common areas where employees are likely to congregate and interact.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.

Psychological Trauma

The Central Union School District recognizes the need and responsibility to protect the health, safety and welfare of our students; to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning. This attached policy, regulation, and manual (BP5141.52) corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury

Any staff member who is originally made aware of any threat or witnesses any attempt toward self-harm that is written, drawn, posted on social media, spoken or threatened, will immediately notify the Principal, their Designee, or School Counselor/Psychologist. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality will be waived. The District's suicide crisis response procedures will be implemented. The suicide response guidelines are included in the attachments (Exhibit 5141.52 - Manual).

Suicide Threat

Definition - A suicide threat is a verbal or non-verbal communication that the individual intends to harm himself or herself with the intention to die but has not acted on the behavior.

1. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
2. Immediately inform your site Administrator.
3. The site Administrator will notify the School Counselor/Psychologist.
4. The School Counselor/Psychologist will conduct a threat assessment to determine risk and intervention See Exhibit 5141.52 (b).

Suspected Contamination of Food or Water

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws and forks.

1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires

protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

STEP 5 - Implement and monitor the safety plan.

Unlawful Demonstration or Walkout

Emergency Evacuation Map

Thomas Addington

Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Board Members

Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Sarah Strait

To: Central Union School Board of Trustees
From: Tom Addington, Superintendent
Date: February 2, 2024

For Board Meeting

- Action (Consent or **New Business**)
 Information

Item:

Accept the initial proposal from the Central Union Elementary Teachers' Association ("CUETA") for a successor agreement to the current collective bargaining agreement, which expires June 30, 2024.

Rationale/Purpose:

The current CBA with CUETA sunsets on June 30 of the present school year. Per the existing contract, Article 6: Negotiation Procedures, the Association is to deliver its initial proposals for bargaining to the Board not later than the School Board's first regularly scheduled meeting in February of the year in which this Agreement expires.

Articles of interest from CUETA are included.

Government Code 3547 provides that a reasonable amount of time must elapse after such proposals are submitted, and the public has had time to provide input if desired.

Following that time window, the District will adopt its' proposal at a public meeting, and the parties will coordinate a mutual calendar for negotiation sessions.

Recommendation:

Accept and recognize CUETA's initial proposal for successor contract negotiations, dates will be mutually determined in the future between both parties.

CUETA Sunshine 2024-2025

Article 1 Agreement-

D. 3 year agreement with Article 38 Salary, Article 34 Benefits and one reopener each party for each year of the agreement

Article 6

A. Extend to March board meeting

Article 13 Sick Leave C

6. Remove recension

Article 33-C

2. Early Retirement bonus increase

Article 34 .

A. Benefits-increase to fully cover 80/20 plan

Article 38 .

A. Salary- raise

Article 39 B.

6. Coaching stipend increase

Thomas Addington

Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Board Members

Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Sarah Strait

To: Central Union School Board of Trustees
From: Tom Addington, Superintendent
Date: February 2, 2024

For Board Meeting

- Action (Consent or **New Business**)
 Information

Item:

Accept the initial proposal from the Central Union Classified Employees Association/NEA ("CUCEA") for a successor agreement to the current collective bargaining agreement, which expires June 30, 2024.

Rationale/Purpose:

The current CBA with CUCEA sunsets on June 30 of the present school year. Per the existing contract, Article 10.8: Negotiation Procedures, the Association is to deliver its initial proposals for bargaining to the Board not later than the School Board's first regularly scheduled meeting in February of the year in which this Agreement expires.


Articles of interest from CUCEA are included.

Government Code 3547 provides that a reasonable amount of time must elapse after such proposals are submitted, and the public has had time to provide input if desired.

Following that time window, the District will adopt its' proposal at a public meeting, and the parties will coordinate a mutual calendar for negotiation sessions.

Recommendation:

Accept and recognize CUCEA's initial proposal for successor contract negotiations, dates will be mutually determined in the future between both parties.

From: Laurie Heaton lheaton@central.k12.ca.us 
Subject: CUCEA- Contract Opener
Date: February 6, 2024 at 9:37 PM
To: Traci Fullerton tfullerton@central.k12.ca.us



In accordance with the 2021-2024 Collective Bargaining Agreement between the “ District” and “CUCEA” as outlined in Article 1:

Central Union Classified Employees Association requests to open the current bargaining agreement with Central Union School District; to discuss changes and updates regarding a new 3 year agreement, revisions to also include the following articles

Article 7: Employee Benefits
Article 28: Salaries

*Laurie Heaton
District Clerk*

*Central Union School District
Student Services
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559-924-3405 ext 2262 (Phone)
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