

Galt Joint Union Elementary School District Board of Education

"Building a Bright Future for All Learners"

Regular Meeting

February 21, 2024

6:00 p.m. Closed Session

7:00 p.m. Open Session

Galt City Hall Chamber

380 Civic Drive, Galt, CA 95632

To join the webinar remotely:

<https://galt-k12-ca.zoom.us/j/82385937590>

Or One tap mobile :

+16694449171,,82385937590# US

+16699006833,,82385937590# US (San Jose)

Webinar ID: 823 8593 7590

Or Telephone:

408-638-0968

AGENDA

Anyone may comment publicly on any item within the Board's subject matter jurisdiction to the Galt Joint Union Elementary School District Board of Education. However, the Board may not take action on any item not on this Board meeting agenda except as authorized by Government Code section 54954.2.

- Complete a public comment form indicating the item you want to address and give it to the board meeting assistant.
- Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item.
- Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted on the GJUESD website with the agenda. Email public comment is limited to 450 words.
- The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Board of Education Meetings are recorded.

A. 6:00 p.m. – Closed Session Location: Galt City Hall Conference Room

B. Announce items to be discussed in Closed Session, Adjourn to Closed Session

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
 - Superintendent

C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session

D. Presentations/Recognitions

- 1. Vernon E. Greer Elementary Students

E. Board Meeting Protocol

F. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less, pending Board President's approval.

G. Communications

- 1. Sacramento County Office of Education (SCOE), 2023-2024 First Interim Report

H. Reports

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

- 1. Governor’s Proposal for the 2024-25 State Budget and K-12 Education
- 2. CalSCHLS Healthy Kids Survey

LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

- 1. AR/E 3517 Facilities Inspection and Education Code 35292.6

OTHER REPORTS

- 1. City of Galt Development Update
- 2. City And Schools Together (CAST)
- 3. Flyer Distribution Process (BP/AR 1325 Advertising And Promotion)
- 4. School Calendars

I. Routine Matters/New Business

232.466 Consent Calendar

a. Approval of the Agenda

MOTION

At a regular meeting, the Board may act upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one or more of the following occurs:

- 1) The Board, by a majority vote of the entire Board, decides that an emergency (as defined in Government Code section 54956.5) exists or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
- 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days before the date of this meeting, and at the preceding meeting, the item was continued to this meeting.

b. Minutes

- January 17, 2024 Regular Meeting
- February 6, 2024 Special Meeting

c. Payment of Warrants

- Vendor Warrants: 24459099-24459186; 24459847-24459872; 24461057-24461060; 24460574-24460609; 24462353-24462425; 24463973-24464033
- Payroll Warrants: 02/09/24; 01/31/24

- d. Personnel
 - Resignations/Retirements
 - Leave of Absence Requests
 - New Hires/Reclassifications
- e. Donations
- f. Every Special Child LLC Master Contract for Nonpublic, Non-Sectarian School/Agency Services

232.467	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
232.468	Board Consideration of Approval of 2023-24 Comprehensive School Safety Plan for Fairsite Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and Robert L. McCaffrey Middle School	MOTION
232.469	Board Consideration of Approval of Resolution No. 11-B – Resolution To Reduce Or Discontinue Particular Kinds Of Services [Certificated]	MOTION
232.470	Board Consideration of Approval of Resolution No. 12 – Resolution to Reduce Particular Kinds Of Service And Abolish Classified Positions Due To Lack Of Work Or Lack of Funds [Classified]	MOTION
232.471	Board Consideration of Approval of Resolution No. 13 – Resolution To Reduce Particular Kinds Of Service Due To Lack Of Work Or Lack Of Funds [Classified]	MOTION
232.472	Board Consideration of Approval of Resolution No. 14 – Resolution To Eliminate And/Or Reduce The Number Of Child Development Permit Employees Due To Lack Of Work And/Or Lack Of Funds [Preschool]	MOTION
232.473	Board Consideration of Approval of the 2023-24 Arts and Music in Schools (AMS) Annual Report [Proposition 28]	MOTION
232.474	Board Consideration of 2024 Ballot for California School Boards Association (CSBA) Delegate Assembly	MOTION
232.475	Board Consideration of Approval to Piggyback on the Santa Cruz City Schools Contract with American Modular Systems for two Modular and/or Prefabricated Structures (Building(s)), Portable Classrooms at Vernon E. Greer Elementary School	MOTION
232.476	Board Consideration of Approval to Change the June 2024 Regular Board Meeting from June 19, 2024 at the Galt City Hall Chamber to June 18, 2024 at the Galt Joint Union Elementary School District Office	MOTION
232.477	Board Consideration of Approval of the following Board Policies (BP), Administrative Regulations (AR) and Bylaw (BB)	MOTION

1. BP 0460 Local Control Accountability Plan
2. AR 0460 Local Control Accountability Plan
3. BP 0500 – Accountability
4. BP 0520 – Intervention in Underperforming Schools
5. AR 1220 – Citizen Advisory Committees
6. BP 1431 – Waivers
7. BP 3400 – Management of District Assets/Accounts
8. AR 3400 – Management of District Assets/Accounts
9. BP 5116.2 Involuntary Student Transfers
10. BP 5131.2 – Bullying
11. AR 5131.2 – Bullying
12. AR 5141.21 – Administering Medication and Monitoring Health Conditions
13. BP 5148.3 – Preschool/Early Childhood Education
14. AR 5148.3 – Preschool/Early Childhood Education
15. BP 6170.1 – Transitional Kindergarten
16. BP 6142.8 Comprehensive Health Education
17. AR 6142.8 Comprehensive Health Education
18. BP 9321 Closed Session
19. E(1) 9321 Closed Session
20. E(2) 9321 Closed Session
21. BP 1325 Advertising And Promotion

J. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less, pending Board President's approval.

K. Pending Agenda Items

1. Acceleration Blocks
2. School Resource Officer (SRO) Report

L. Adjournment

The next regular meeting of the GJUESD Board of Education: March 20, 2024

Board agenda materials are available for review at the address below. Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, to participate in the Board meeting should contact the Superintendent or designee in writing.

Lois Yount, District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
superintendent@galt.k12.ca.us



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: Closed Session
Presenter: Lois Yount	Action Item: Information Item: XX
<ol style="list-style-type: none">1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay<ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees 3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957<ul style="list-style-type: none">▪ Superintendent	



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: Presentations/Recognitions
Presenter: Lois Yount	Action Item: Information Item: XX

- 1. Vernon E. Greer Elementary Students**
 - Choir Performance



Revised December 21, 2023
Galt Joint Union Elementary School District
BOARD MEETING PROTOCOL

SESSION INTRODUCTION

1. The meeting is being recorded.
2. The meeting is open to the public.
3. The meeting is being broadcast live through Zoom teleconference.

PUBLIC COMMENT

1. Public comments are three minutes per agenda item.
2. The Board shall limit the total time for public comment for each agenda item to 20 minutes.
3. With Board consent, the Board President may increase or decrease the time allowed for public comment.
4. To make a public comment in person, complete a public comment form indicating the item you would like to address and give it to the board meeting assistant.

EMAIL PUBLIC COMMENT

1. Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted to the GJUESD website with the agenda.
2. Email public comment is limited to 450 words.

BOARD VOTE AND CONNECTIVITY

1. Each motion will be followed by a roll call vote for action items.
2. Should a board member attend the meeting remotely and lose connectivity by teleconference or phone, the meeting will be delayed five minutes.

REGULAR BOARD MEETINGS SHALL BE ADJOURNED BY 10:30 P.M.





Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: Communications
Presenter: Lois Yount	Action Item: Information Item: XX

1. Sacramento County Office of Education (SCOE), 2023-2024 First Interim Report



David W. Gordon
Superintendent

January 15, 2024

Board of Education

Bina Lefkowitz
President

O. Alfred Brown, Sr.
Vice President

Joanne Ahola

Mariana Corona Sabeniano

Heather Davis

Harold Fong, MSW

Paul A. Keefer, MBA, Ed.D.

(916) 228-2500

www.scoe.net

Lois Yount, Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210
Galt, CA 95632

SUBJECT: 2023-2024 First Interim Report

Dear Superintendent Yount:

After submission of the First Period Interim Report, the County Superintendent of Schools is required to review the report for adherence to the State-adopted Criteria and Standards pursuant to Education Code sections 42130-31 and 33127. The district filed a First Interim Report with a **positive** certification. Based on the multi-year projections and assumptions provided by the district, it appears the district will meet its 3% Unrestricted Reserve requirement for the current fiscal year and two subsequent fiscal years. We concur with the district's **positive** certification with the following comments:

- The multi-year projections submitted project that the Unrestricted General Fund balance will decrease by \$1,705,794 in 2023-2024, by \$2,279,789 in 2024-2025, and by \$1,428,175 in 2025-2026. The district will need to consider budget solutions if its current projected budget deficits continue in the future.
- The district is projecting a decrease of 5 ADA in 2023-2024, and no changes for 2024-2025 and 2025-2026.
- It is noted that certificated and classified salary negotiations have not been settled for 2023-2024.

We are requesting that the district provide the following:

- Before the district's board of education takes any action on a proposed collective bargaining agreement, the district must meet the public disclosure requirements of Government Code section 3547.5. **Please submit the public disclosure of the collective bargaining agreement to the county office for review at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.**

Lois Yount, Superintendent
January 15, 2024
Page 2

This information must also be available to the public prior to the date the governing board will take action on the proposed bargaining agreements, in accordance with Brown Act requirements. Also, as provided by the State Criteria and Standards (CCR Section 15451(b)(C)) and Education Code section 42142, when labor contract negotiations are settled after the adoption of the district's budget, the district must provide the County Superintendent a fiscal analysis of the agreement and its effect on the budget and, within 45 days of adoption of the agreement, any revisions to the district's current budget necessary to fulfill the terms of the agreement.

We would like to thank your staff for their cooperation during our review process. If you have any questions or concerns regarding this review, please feel free to call Sharmila LaPorte, Director of District Fiscal Services, at (916) 228-2294.

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/NS/sl

cc: Traci Skinner, Board President, GJUESD
Alejandra Garibay, Chief Business Official, GJUESD
Dr. Nancy Herota, Deputy Superintendent, SCOE
Nicolas Schweizer, Associate Superintendent, SCOE
Sharmila LaPorte, District Fiscal Services Director, SCOE



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: Reports
Presenter: Lois Yount	Action Item: Information Item: XX

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

1. Governor’s Proposal for the 2024-25 State Budget and K-12 Education
2. CalSCHLS Healthy Kids Survey

LCAP GOAL 2

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LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.

1. Governor's Proposal for the 2024-25 State Budget and K-12 Education

Alejandra Garibay, Chief Business Official

The 2024-25 Budget Proposal by the Governor acknowledges a budget shortfall of \$37.9 billion. It includes a 0.76% COLA for the LCFF, contrary to the LAO's November estimate of 1.26%, and the 2023-24 Budget's 3.94%.

The Learning Recovery Emergency Block Grant remains untouched. Governor Newsom suggests investments in the California State Preschool Program, incorporating the 0.76% COLA and allocating \$53.7 million General Fund to backfill reimbursement rate increases.

To address the budget gap, the proposal entails cuts and delays in funding for school facilities.

No additional funding is proposed for CalSTRS or CalPERS employer contribution rate relief for school districts. Despite initial concerns, the Governor's Budget benefits from historic rainy-day funds, maintaining programs sustained during economic peaks.

However, questions arise about their sustainability post-2024-25. Although spared from mid-year cuts, deferrals, or unfunded COLAs, the education sector faces challenges with a COLA below 1% and significant enrollment declines, potentially making the relief short-lived.

For further details, refer to the attached presentation summarizing the Governor's January budget.

2. CalSCHLS Healthy Kids Survey

Lois Yount, Superintendent



Governor's Proposals for the 2024-25 State Budget and K-12 Education

Galt Joint Union Elementary School District



Governor's Budget Themes

- **Governor Gavin Newsom measures a \$37.9 billion budget shortfall, due largely to 2022 tax collections well below the budget's assumptions**
- **The Governor's Budget proposal protects the education budget against the local impact of a nearly \$12 billion reduction in Proposition 98 resources that, if unmitigated, would undoubtedly harm our students and the cadre of professionals who dedicate their lives to teaching and supporting them**
- **Proposal attempts to ensure that the education profession remains an attractive career choice by removing obstacles to entry and enabling agencies to provide competitive wages**
- **Governor's focus is on students whose learning was and continues to be deeply impacted by the COVID-19 pandemic**
- **The Governor's Budget uses less pessimistic revenue assumptions than the Legislative Analyst's Office (LAO)**



Proposition 98

- **The Proposition 98 budget is a story of correction and normalization**

Good News

- **The historic increases in Proposition 98 from 2019-20 through 2021-22 resulted in significant financial investments to combat the impacts of the pandemic**
- **The state is better prepared to weather a financial downturn due to record levels of reserves**

Bad News

- **The \$26 billion shortfall of tax revenues for 2022-23 turned a normal year into one where it appears that the state provided money above the minimum guarantee**
- **The Governor's solution to mitigate this shortfall is unprecedented and not widely or clearly understood, which creates risk for local educational agencies (LEAs)**

The Education Budget and Local Impact

- The Governor continues with the theme of “correction and normalization”

Good News

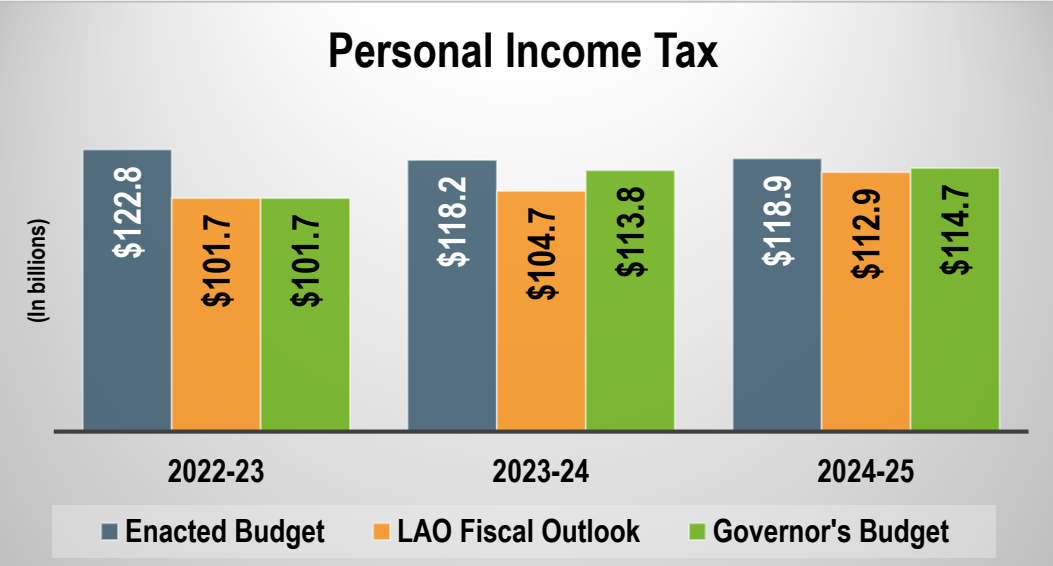
- Despite the significant underperformance of General Fund revenues in 2022-23, the Governor is not proposing any new cuts or deferrals to K-12 education core programs
- General Fund revenue spikes in 2021-22 were used for one-time purposes and that is now paying dividends

Bad News

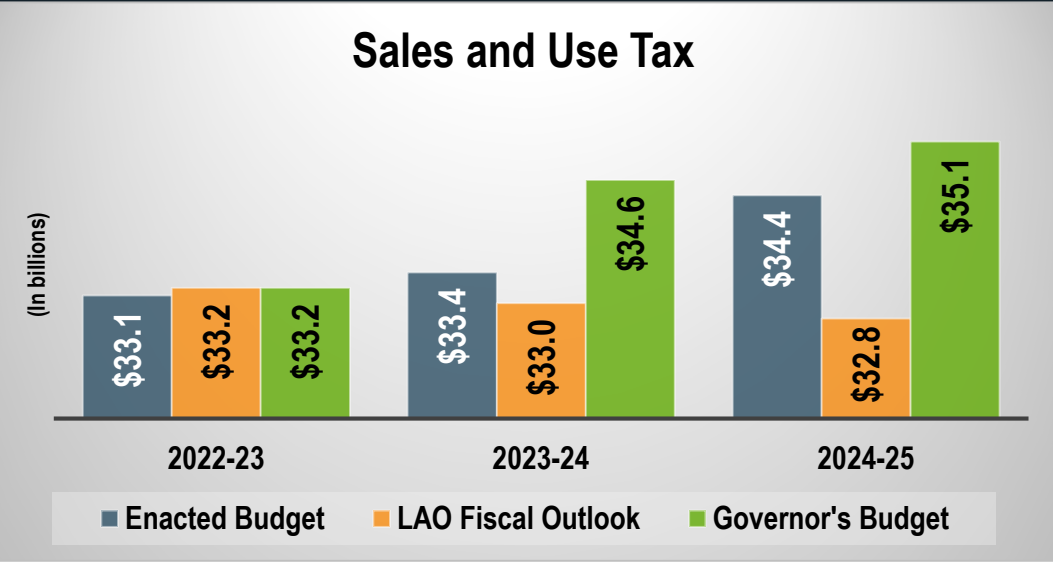
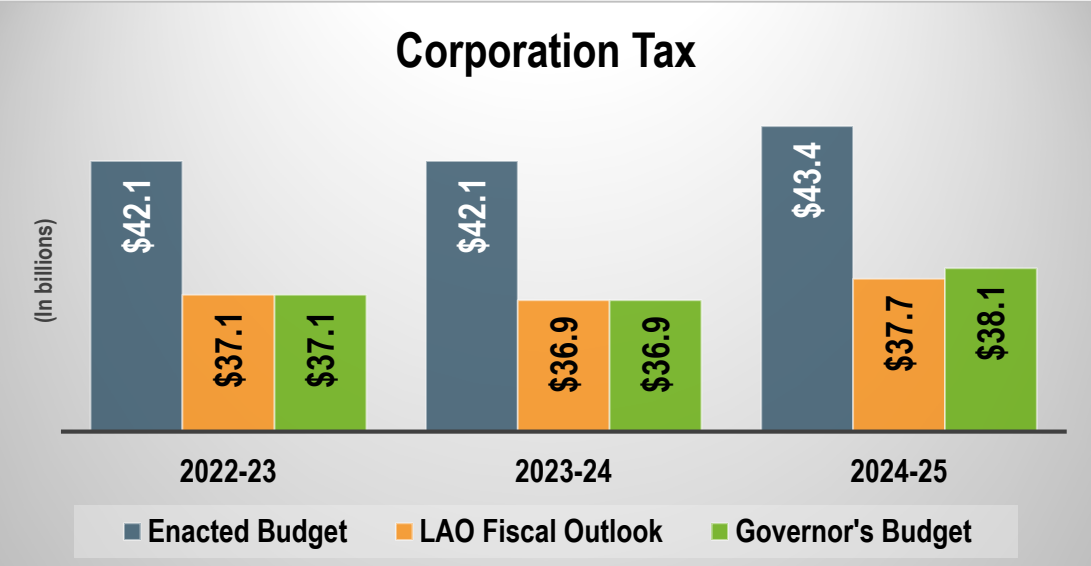
- Education is facing a “COLA¹-only” year where the projected statutory COLA is significantly less than 2023-24 and anticipated for 2024-25 trending

¹Cost-of-living adjustment

Big Three Taxes—Governor’s Budget vs. LAO’s *Outlook*



Personal income tax (PIT) and corporation tax revenue projections are significantly lower at Governor’s Budget than Enacted Budget



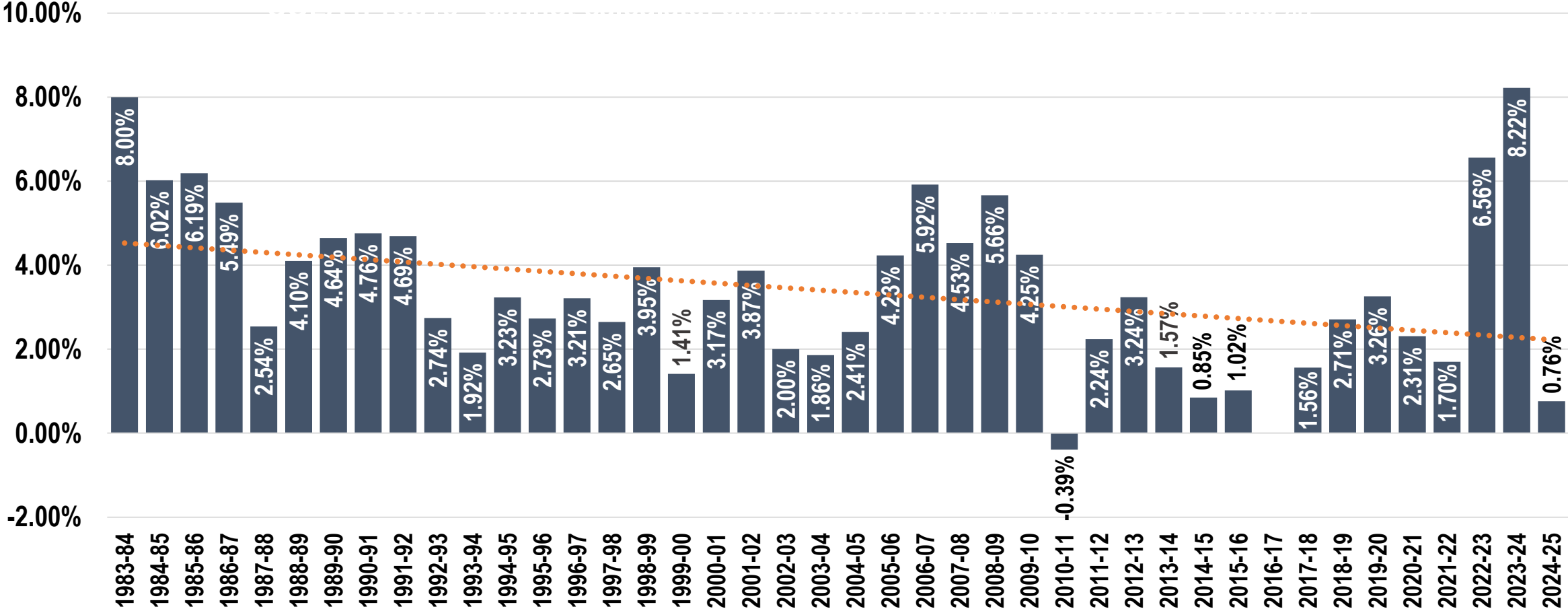
Compared to the LAO’s *California’s Fiscal Outlook (Outlook)*, the Governor’s Budget projections for:

- PIT is \$9.1 billion and \$1.8 billion higher in 2023-24 and 2024-25, respectively
- Corporation tax is slightly higher
- Sales and use tax is higher than both LAO and 2023-24 Enacted Budget projections

Source: 2024-25 Governor’s Budget Summary and LAO’s *Outlook*

Historical Statutory COLAs

- The statutory COLA for 2024-25 feels anomalous relative to the last two years, but when looking back, COLA is beginning to normalize to historical trends—COLAs above 6% are the anomalies



What's Not in the Education Budget?



Proposition 98 Cuts

Despite the significant drop in the minimum guarantee from 2021-22 to 2022-23, the Governor's Budget proposes no cuts in overall Proposition 98 funding

Deferrals

Due to the Governor's Budget revenue assumptions and the Administration's treatment of the Proposition 98 minimum guarantee, there is no need for the state to defer payments to LEAs

Sweeps

Unlike last year, the Governor's Budget does not include any proposals to sweep unallocated funds from programs, such as the Community Schools Partnership Program, so LEAs planning for those funds can breathe a sigh of relief . . . *for now*

Fluctuating Statutory COLAs From the Department of Finance

- The changing statutory COLA is NOT related to the state’s financial health
 - Rather, the statutory COLA is computed using federally aggregated metrics
- The statutory COLA is a calculated percentage, but the Governor and Legislature must still determine whether there is sufficient money to fund the statutory COLA
- The significant projected decline in 2024-25 is the result two primary factors:
 - Reversal in price increases that occurred in 2022
 - Revisions to historical data points

	2024-25	2025-26	2026-27
January 2024	0.76%	2.73%	3.11%
June 2023	3.94%	3.29%	3.19%
<i>Percentage Point Decrease</i>	<i>-3.18</i>	<i>-0.56</i>	<i>-0.08</i>

What Does the LCFF Mean for Galt Joint Union Elementary School District?

(GJUESD)—2024-25 at First Interim 2% COLA		
2024-25 LCFF Per-ADA Funding	Projected Funded 2024-25 ADA	Projected 2024-25 LCFF Total Revenue
\$12,757	3,116.35	\$39,755,291

(GJUESD)—2024-25 after Governor’s January Budget a 0.76% COLA		
2024-25 LCFF Per-ADA Funding	Projected Funded 2024-25 ADA	Projected 2024-25 LCFF Total Revenue
\$12,602	3,116.42	\$39,273,162

(GJUESD)—2024-25 after Governor’s January Budget a 0.76% COLA- ACTUALS		
2024-25 LCFF Per-ADA Funding	Projected Actual 2024-25 ADA	Projected 2024-25 LCFF Total Revenue
\$12,602	3,078.34	\$38,793,240

SSC Financial Projection Dashboard

Planning Factors						
		2023-24	2024-25	2025-26	2026-27	2027-28
DOF ¹ Planning COLA		8.22%	0.76%	2.73%	3.11%	3.17%
California CPI ²		3.36%	2.83%	2.70%	2.72%	2.72%
CalSTRS ³ Employer Rate		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS ⁴ Employer Rate		26.68%	27.80%	28.50%	28.90%	30.30%
Unemployment Insurance		0.05%	0.05%	0.05%	0.05%	0.05%
California Lottery	Unrestricted per ADA	\$177.00	\$177.00	\$177.00	\$177.00	\$177.00
	Restricted per ADA	\$72.00	\$72.00	\$72.00	\$72.00	\$72.00
Mandate Block Grant (District) ⁵	Grades K-8 per ADA	\$37.81	\$38.10	\$39.14	\$40.36	\$41.64
	Grades 9-12 per ADA	\$72.84	\$73.39	\$75.39	\$77.73	\$80.19
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$19.85	\$20.00	\$20.55	\$21.19	\$21.86
	Grades 9-12 per ADA	\$55.17	\$55.59	\$57.11	\$58.89	\$60.76

¹Department of Finance, ²Consumer Price Index, ³California State Teachers' Retirement System, ⁴California Public Employees' Retirement System, ⁵COE Mandate Block Grant: \$38.10 per ADA grades K-8; \$73.39 per ADA grades 9-12; \$1.28 per unit of countywide ADA

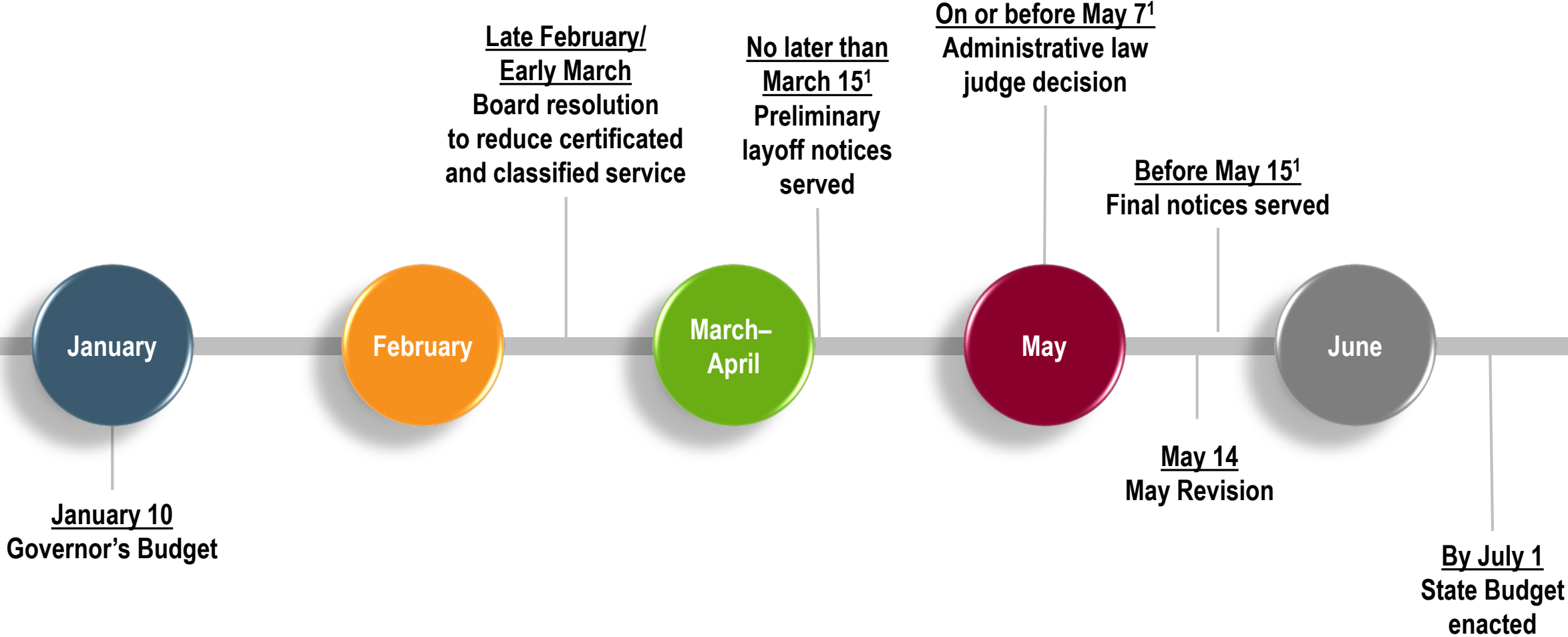
Minimum Wage—Future Forecast

- The minimum wage increased to \$16.00 on January 1, 2024, and School Services of California Inc. (SSC) projects an increase of about 40¢-50¢ each January thereafter
- Employers should review city or county ordinances to determine if any local minimum wage standards apply

Minimum Wage ¹	Effective Date: >25 Employees	Effective Date: ≤25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$15.50/hour	January 1, 2023		\$1,240	\$5,373	\$64,480
\$16.00/hour	January 1, 2024		\$1,280	\$5,547	\$66,560
\$16.50/hour	January 1, 2025		\$1,320	\$5,720	\$68,640
\$16.90/hour	January 1, 2026		\$1,352	\$5,859	\$70,304
\$17.30/hour	January 1, 2027		\$1,384	\$5,997	\$71,968
\$17.70/hour	January 1, 2028		\$1,424	\$6,171	\$74,048
\$18.20/hour	January 1, 2029		\$1,464	\$6,344	\$76,128

¹Minimum wage is tied to the U.S. CPI for Urban Wage Earners and Clerical Workers, but is rounded and capped at 50¢ per year

Certificated and Classified Layoffs and State Budget Timelines



¹Statutory deadlines per Education Code Sections 44949, 44955, and 45117

The Road Ahead

- **Despite a multibillion-dollar budget deficit, the Governor is calling for limited early action on issue areas not affecting education**
- **The next steps in the process are controlled by the Legislature, which has the responsibility to vet the Governor’s proposals during budget hearings over the next several weeks and months**
 - **This process coincides with the release of further details on the Governor’s Budget proposals, included in trailer bill language, which is usually released at the beginning of February**
 - **The LAO and public also get to weigh in with their feedback and counterproposals**
 - **This process prepares legislators to respond quickly after the next official State Budget checkpoint—the May Revision**



School
Services
of California
INC.™
An Employee-Owned Company



Thank you



California School Parent Survey, 2023-2024

Lake Canyon Elementary School

Your school needs you to complete this online survey to learn more about your opinions about it. This survey is an opportunity to communicate your perceptions about your child's school. This letter explains the survey and, at the bottom of the page, provides your URL and access instructions. If you have any questions about this survey, contact Jennifer Giordano at jgiordano@galt.k12.ca.us or 209-744-4545 ext. 331.

The purpose of this survey is to obtain parent perceptions about the school.

Your participation is voluntary. It is also very important. The information you provide will help guide district and school efforts to promote safety, enhance learning supports, and improve student achievement.

- **This is an anonymous survey.** It is designed so that no one can be identified from the data. You do not have to respond to any questions that you feel could be used to identify you. Simply skip any such questions.
- **All questions apply to this school only.**
- **The results are for the use of your district.** The California Department of Education and WestEd will preserve data confidentiality and refer any data requests to the district.

INSTRUCTIONS FOR ACCESSING THE SURVEY

If you have more than one child at this school, you will only need to complete one survey for this school. Please fill out just one survey about the school using your oldest child as a reference.

After the first page of the survey, you will be able to change the language to one of 18 options.

Access the survey using the following URL:

<https://wested.ugam-apps.com/wested/ts/e6dy>

Troubleshooting

If you are having trouble taking the survey, check the following:

- Make sure you are entering the website address correctly.
- Does the survey welcome page show the correct name of your school?
- Make sure you have entered the URL (in the URL bar, NOT THE SEARCH BAR).
- Still having trouble? Contact your **survey coordinator**.

Thank you for taking this important survey!



LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

1. AR/E 3517 Facilities Inspection and Education Code 35292.6

Lois Yount, Superintendent

This pending agenda item seeks to provide clarification to the Board and community regarding menstrual products in restrooms.

In addition to inspecting school facilities to ensure that they are maintained in good repair, AR/E 3517 states that any school serving any of grades 6-12 shall, at all times, stock and make available and accessible, free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom.

Regulation 3517: Facilities Inspection

Status: ADOPTED

Original Adopted Date: 10/19/2022 | **Last Reviewed Date:** 10/19/2022

The Superintendent or designee shall inspect school facilities to ensure that they are maintained in good repair. At a minimum, the Superintendent or designee shall assess those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, but not limited to, the following: (Education Code 17002, 35292.5)

1. **Gas Leaks:** Gas systems and pipes appear and smell safe, functional, and free of leaks.
2. **Mechanical Systems:** Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges.
3. **Windows and Doors:** Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
4. **Fences and Gates:** Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others. Locks and other security hardware function as designed.
5. **Interior Surfaces (walls, floors, ceilings):** Interior surfaces are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.
6. **Hazardous Materials:** Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of hazardous materials that may pose a threat to the health and safety of students or staff.
7. **Structures:** Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.
8. **Fire Safety and Emergency Equipment:** Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.
9. **Electrical Systems:** Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.
10. **Lighting:** Interior and exterior lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.
11. **Pest/Vermin Infestation:** No visible or odorous indicators of pest or vermin infestation are evident.
12. **Drinking Fountains:** Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.
13. **Restrooms:** Restrooms are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (including toilet paper, soap, and paper towels or functional hand dryers) in accordance with Education Code 35292.5. The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom for student safety or to repair the facility.

In addition, any school serving any of grades 6-12 shall, at all times, stock and make available and accessible

free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. The district shall post in a prominent and conspicuous location a notice regarding this requirement that includes an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual products. (Education Code 35292.6)

14. Sewers: The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly.
15. Roofs: Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building
16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.
17. Playground/School Grounds: Playground equipment (exterior fixtures, seating, tables, and equipment), school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.
18. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

In addition, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, stocked, or kept open, shall be addressed in accordance with AR 1312.4 - Williams Uniform Complaint Procedures.

The Superintendent or designee shall provide the Governing Board with regular reports regarding the district's facility inspections and updates of any visits to district schools by the County Superintendent of Schools to review school facilities.

Exhibit 3517-E(5): Facilities Inspection 

Status: ADOPTED

Original Adopted Date: 10/19/2022 | **Last Revised Date:** 09/02/2023 | **Last Reviewed Date:** 09/02/2023

NOTICE REGARDING MENSTRUAL PRODUCTS

Education Code 35292.6 requires that:

- a. On or before the start of the 2022–23 school year, a public school, including a school operated by a school district, county office of education, or charter school, maintaining any combination of classes from grades 6 to 12, inclusive, shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.
- b. A public school described in subdivision (a) shall not charge for any menstrual products provided to pupils.
- c. A public school described in subdivision (a) shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.
- d. For purposes of this section, "menstrual products" means menstrual pads and tampons for use in connection with the menstrual cycle.
- e. This section shall become operative on July 1, 2022.

The name and contact information for the individual responsible for maintaining the requisite supply of menstrual products is:

Chief Business Official
agaribay@galt.k12.ca.us
209-744-4545 ext. 345



OTHER REPORTS

OTHER REPORTS

1. City of Galt Development Update

Lois Yount, Superintendent, Craig Hoffman, City of Galt, Community Development Department

2. City And Schools Together (CAST)

Lois Yount, Superintendent

3. Flyer Distribution Process (BP/AR 1325 Advertising and Promotion)

Lois Yount, Superintendent

The GJUESD Board Policy and Administrative Regulation allow community organizations to distribute materials to students through school sites and the district's parent communication system. A flyer distribution process has been created to consider the distribution of flyers.

4. School Calendars

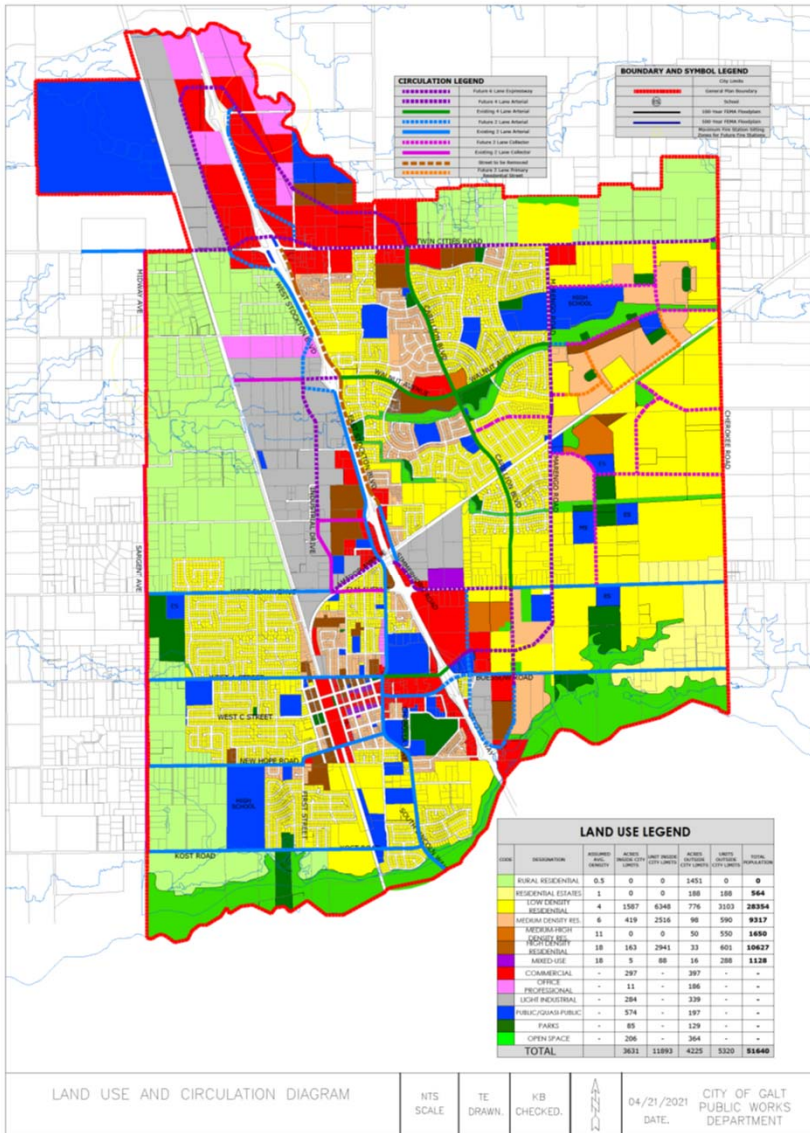
School Principals/Assistant Principals

Galt Development 2024



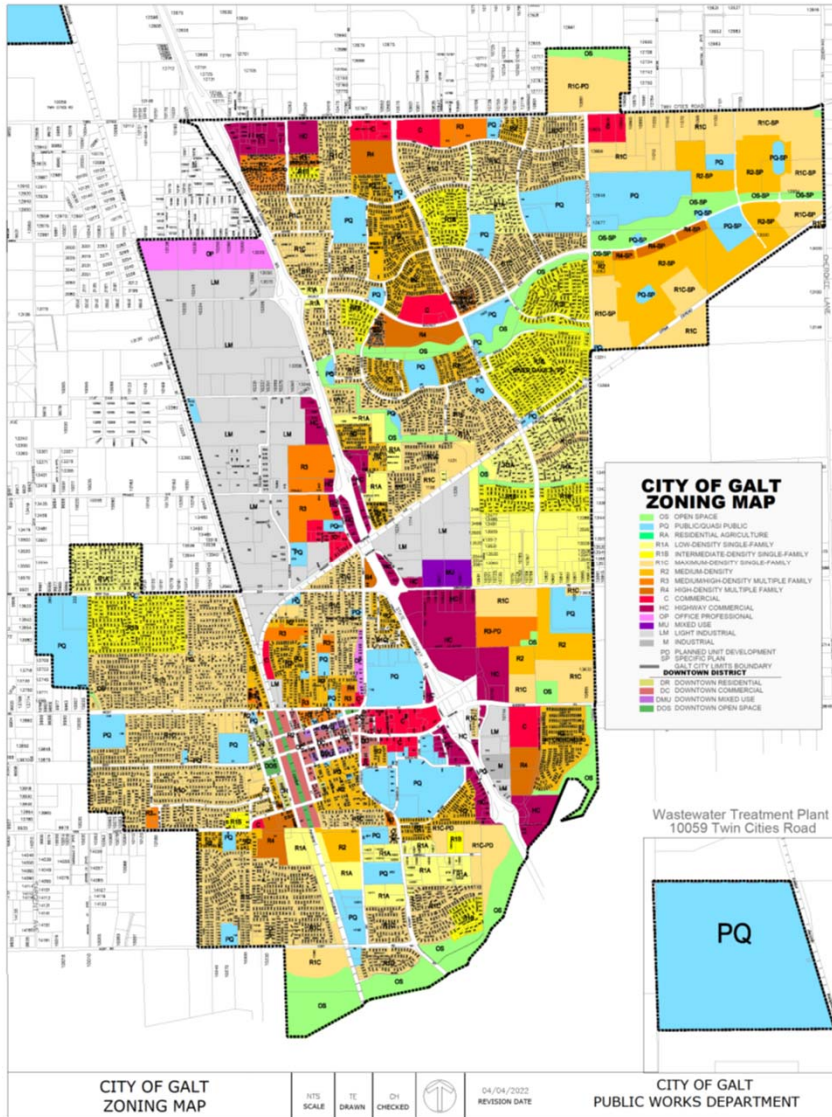
City of Galt
Community Development Department

Galt 2030 General Plan



- General Plan adopted in 2009
- 2009 – 2030 document timeframe
- City General Plan boundary supports a population of **51,640** residents
- General Plan boundary and population were expected exceed a 20-year horizon
- Most likely a 2050 boundary





2024 City Limits

- January 1, 2023: **25,557** population
- 3,146 **SFD** remain to be built
- 97 **MFD** units remain to be built
- Current City boundary supports a population of roughly **39,000** residents.
- 20 years x 200 residential units per year



15 Year Residential Building Permit History

Calendar Year	Units	Senior Units (Dry Creek Oaks)
2024	10	0
2023	180	30
2022	93	20
2021	119	0
2020	35	0
2019	56	0
2018	24	0
2017	71	0
2016	134	0
2015	45	0
2014	29	0
2013	41	0
2012	1	0
2011	0	0
2010	81*	0
2009	3	0

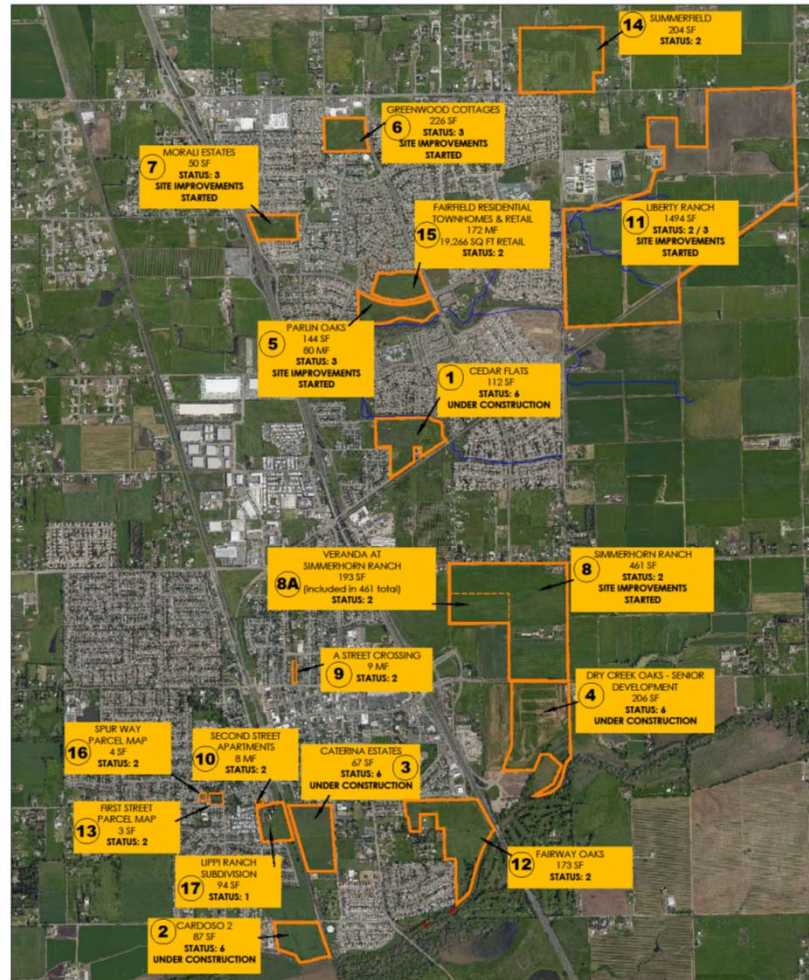
*Galt Place Senior Apartments

Population Growth Rate = 26,000 (Population) x 1 (percent) = 260 residents equals a one percent growth increase.

Residential Housing Unit Growth Rate =

Divide 260 by the average number of persons per household $260 / 3.24 = 80$ (80) residential units is only a one percent (1%) growth rate.





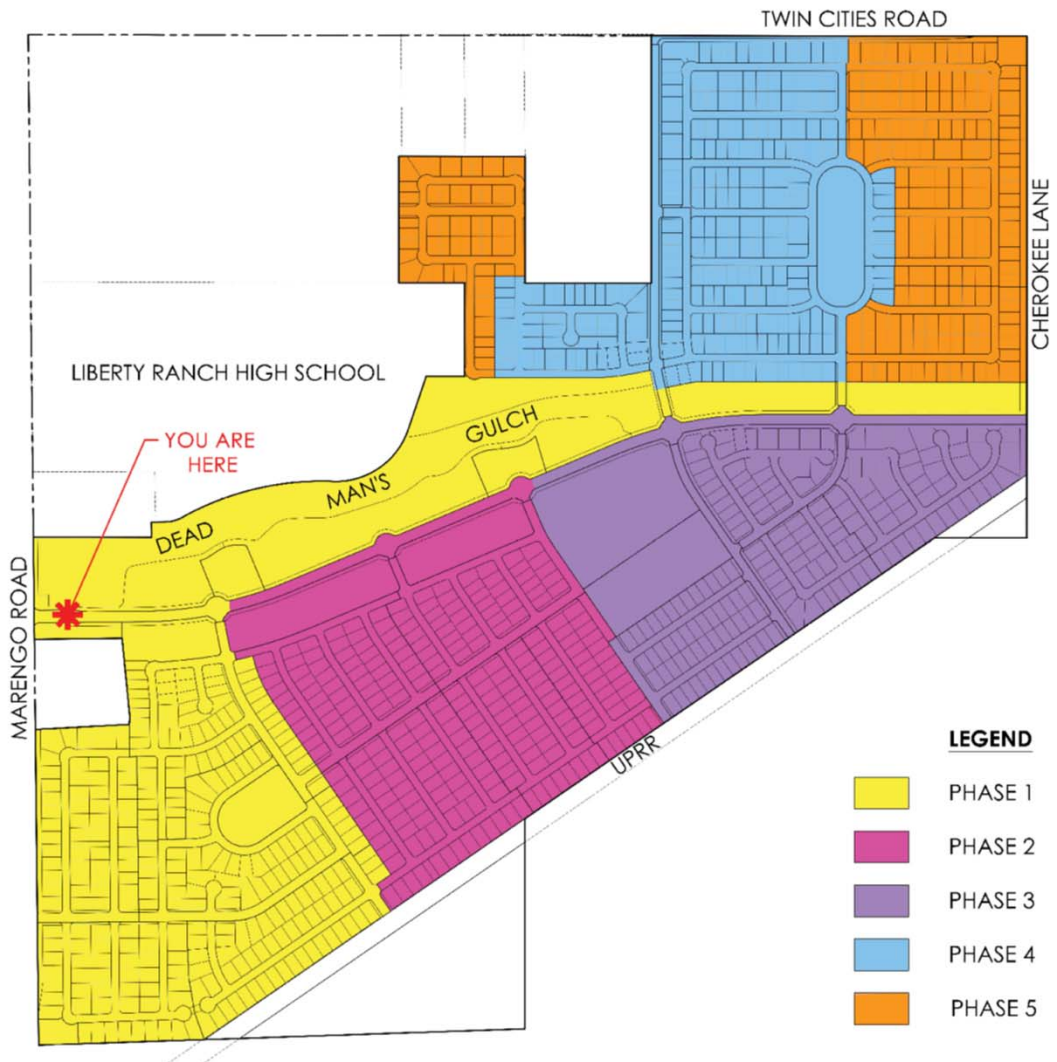
Residential Project Map



Upcoming Single Family Dwelling Projects

2,853 SFD

Project	# of SFD	Potential Start Date
Liberty Ranch (aka Eastview)	1,494	Phases 1 & 2 are 700 lots; late 2024 start
Elliott Ranch (aka Simmerhorn Ranch)	461	Early 2025
Greenwood Cottages	226	Summer 2024
Summerfield	204	Unknown
Fairway Oaks	173	Early 2025
Parlin Oaks	144	Spring / Summer 2024
Lippi Ranch	94	Unknown
Morali Estates	50	Summer 2024
Spur Way	4	Unknown
First Street	3	Unknown
TOTAL UPCOMING UNITS	2,853	



- LEGEND**
- PHASE 1
 - PHASE 2
 - PHASE 3
 - PHASE 4
 - PHASE 5

GROUND BREAKING EXHIBIT
FOR
LIBERTY RANCH
JUNE 8, 2023

1,494 SFD

Argent
DEVELOPMENT
SOLUTIONS





Elliott Ranch (aka Simmerhorn Ranch)

461 SFD
268 SFD (low density)
193 SFD (high density)

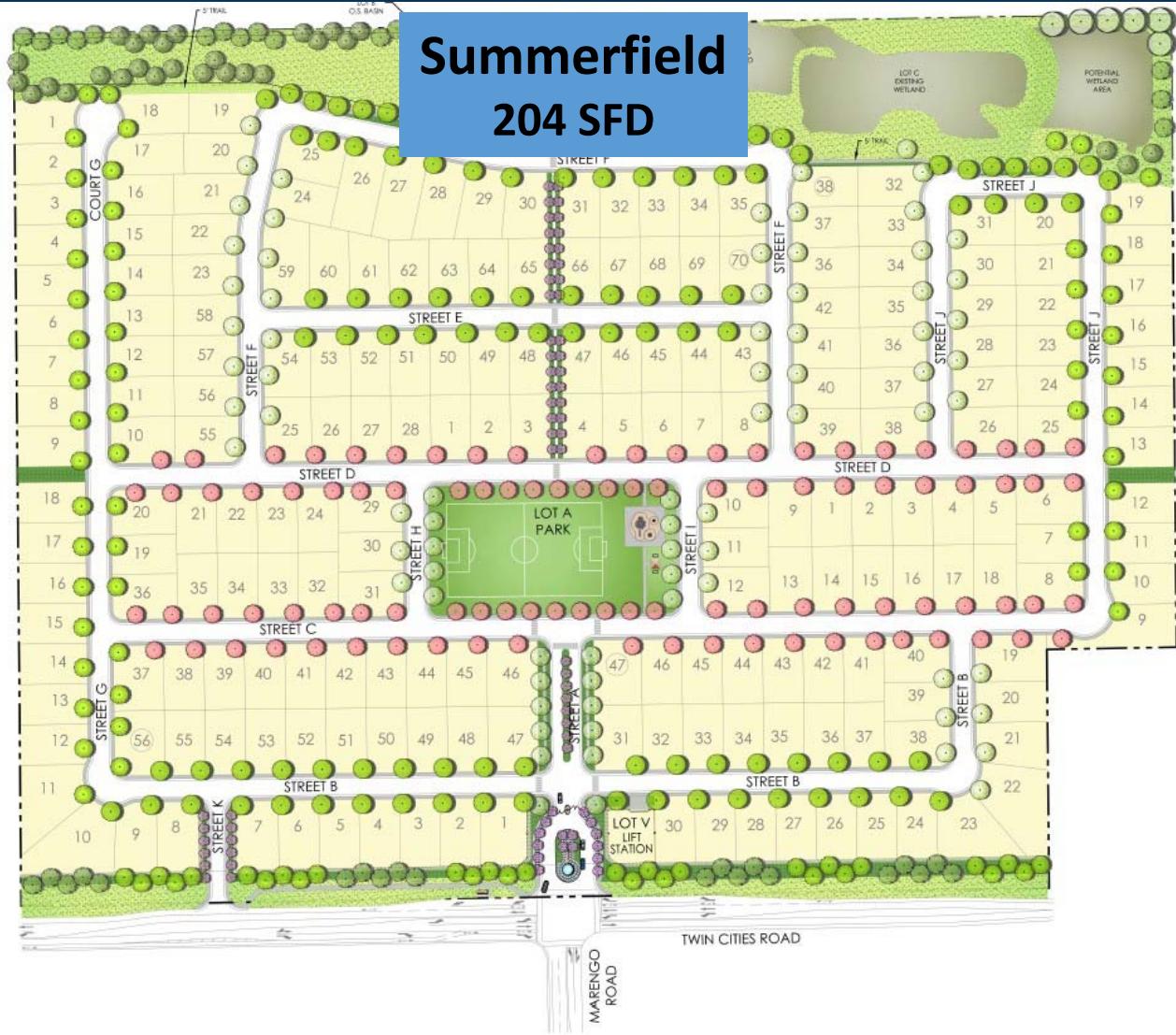


Greenwood Cottages

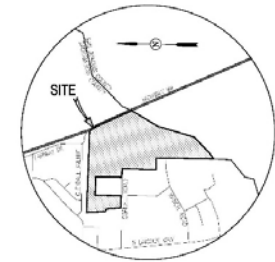
226 SFD (high density)



Summerfield 204 SFD



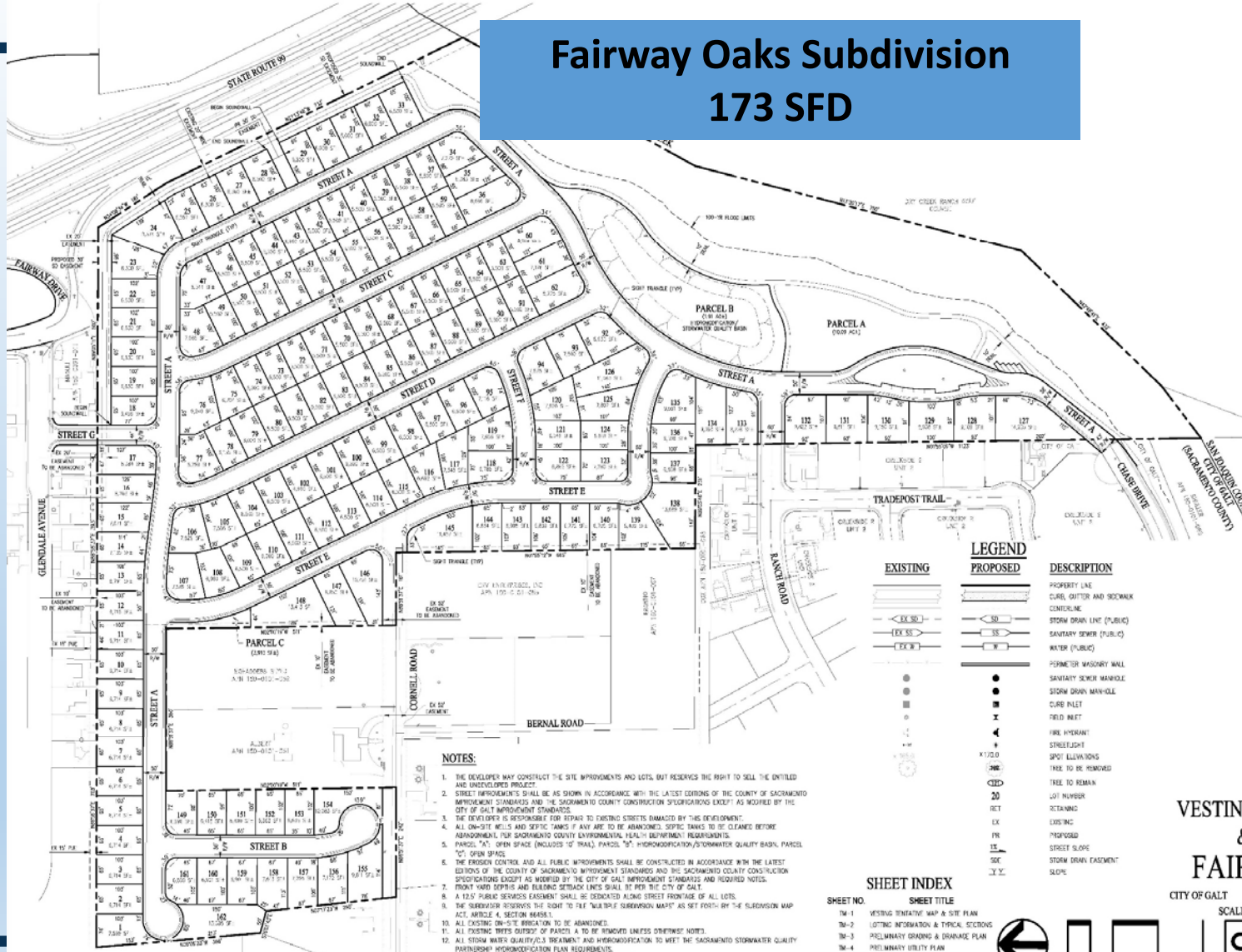
Fairway Oaks Subdivision 173 SFD



VICINITY MAP
NOT TO SCALE

SUBDIVIDER'S STATEMENT:

- OWNER/APPLICANT: ARCADIA DEVELOPMENT CO.
P.O. BOX 5359
SAN RAMON, CA 94583
(925) 295-8449
MICHAEL KULTOCHER
- ENGINEER: CARLSON, BARTLEE & CROSSLAND, INC.
2655 CARRIBO MANOR, SUITE 300
SAN RAMON, CA 94583
(925) 866-0322
WILL CARLSON, PE, PRACDR
- SOILS ENGINEER: CITY OF GALT,
STANDARD BROWNE TARGET STAMPED "15-C" &
"25-C" 2" X 11", 108" (LOCATED 4 PAGES SOUTH
& 1 PAGE WEST OF CENTER OF TRACKS OF SPUR A
25 PAGES NORTH OF WEST END OF 4" X 4" WOOD
CORNER POST AT CORNER FROM I.S. & C.S. R.M.
DATA 2-200
- REFERENCE ELEVATION: ELEVATION: 48.000 NEVD89 (20.45 NAVD83)
BENCHMARK NO. 4359E
- ASSESSORS PARCEL NO: 150-007-1R, 2L, 2O, & 2R
- LAND USE: EXISTING: AGRICULTURE
PROPOSED: SINGLE FAMILY
- ZONING: EXISTING: R1-A
PROPOSED: R1-C
- TOTAL SITE AREA: 48.41 AC
- TOTAL NUMBER OF LOTS: 162 LOTS
- DENSITY: 3.3 LOT/GROSS AC
- STORM DRAIN: CITY OF GALT
- WATER: CITY OF GALT
- SEWER: CITY OF GALT
- GAS: PACIFIC GAS & ELECTRIC
- ELECTRIC: SMOG
- TELEPHONE: AT&T
- CABLE TV: COMCAST
- FLOOD ZONE: ZONE X AND AE
FLOOD INSURANCE RATE MAP (FIRM)
FIRM NO. 15052R
MAP NUMBER 030202000A
DATED OCTOBER 20, 2005
- STREETS: ALL STREETS TO BE PUBLIC STREETS,
OWNED AND MAINTAINED BY THE CITY OF GALT.



LEGEND

EXISTING	PROPOSED	DESCRIPTION
[Symbol]	[Symbol]	PROPERTY LINE
[Symbol]	[Symbol]	CURB, GUTTER AND SIDEWALK
[Symbol]	[Symbol]	CONTINUATION
[Symbol]	[Symbol]	STORM DRAIN LINE (PUBLIC)
[Symbol]	[Symbol]	SEWER (PUBLIC)
[Symbol]	[Symbol]	WATER (PUBLIC)
[Symbol]	[Symbol]	PERIMETER MASONRY WALL
[Symbol]	[Symbol]	SEWER MANHOLE
[Symbol]	[Symbol]	STORM DRAIN MANHOLE
[Symbol]	[Symbol]	CURB INLET
[Symbol]	[Symbol]	FIELD INLET
[Symbol]	[Symbol]	HYDRANT
[Symbol]	[Symbol]	STREETLIGHT
[Symbol]	[Symbol]	SPOT ELEVATIONS
[Symbol]	[Symbol]	TREE TO BE REMOVED
[Symbol]	[Symbol]	TREE TO REMAIN
[Symbol]	[Symbol]	LOT NUMBER
[Symbol]	[Symbol]	RETAINING
[Symbol]	[Symbol]	EXISTING
[Symbol]	[Symbol]	PROPOSED
[Symbol]	[Symbol]	STREET SLOPE
[Symbol]	[Symbol]	STORM DRAIN EASEMENT
[Symbol]	[Symbol]	SLOPE

NOTES:

- THE DEVELOPER MAY CONSTRUCT THE SITE IMPROVEMENTS AND LOTS, BUT RESERVES THE RIGHT TO SELL THE ENTITLED AND UNDEVELOPED PROJECT.
- STREET IMPROVEMENTS SHALL BE AS SHOWN IN ACCORDANCE WITH THE LATEST EDITIONS OF THE COUNTY OF SACRAMENTO IMPROVEMENT STANDARDS AND THE SACRAMENTO COUNTY CONSTRUCTION SPECIFICATIONS EXCEPT AS MODIFIED BY THE CITY OF GALT IMPROVEMENT STANDARDS.
- THE DEVELOPER IS RESPONSIBLE FOR REPAIR TO EXISTING STREETS DAMAGED BY THIS DEVELOPMENT.
- ALL ON-SITE WELLS AND SEPTIC TANKS IF ANY ARE TO BE ABANDONED, SEPTIC TANKS TO BE CLEANED BEFORE ABANDONMENT, FOR SACRAMENTO COUNTY ENVIRONMENTAL HEALTH DEPARTMENT REQUIREMENTS.
- PARCEL "A": OPEN SPACE (INCLUDES "D" TRAIL), PARCEL "B": HYDROMODIFICATION/STORMWATER QUALITY BASIN, PARCEL "C": OPEN SPACE.
- THE CROSSING CONTROL AND ALL PUBLIC IMPROVEMENTS SHALL BE CONSTRUCTED IN ACCORDANCE WITH THE LATEST EDITIONS OF THE COUNTY OF SACRAMENTO IMPROVEMENT STANDARDS AND THE SACRAMENTO COUNTY CONSTRUCTION SPECIFICATIONS EXCEPT AS MODIFIED BY THE CITY OF GALT IMPROVEMENT STANDARDS AND REQUIRED NOTES.
- FRONT YARD SETBACKS AND REARING SETBACKS LINES SHALL BE PER THE CITY OF GALT.
- A 10' PUBLIC SEWER EASEMENT SHALL BE DEDICATED ALONG STREET FRONTS OF ALL LOTS.
- THE SUBDIVIDER RESERVES THE RIGHT TO TAKE "AFTER ACQUISITION MAPS" AS SET FORTH BY THE SUBDIVISION MAP ACT, ARTICLE 4, SECTION 26000.
- ALL EXISTING ON-SITE EROSION TO BE ABANDONED.
- ALL EXISTING UTILITIES OUTSIDE OF PARCELS A TO BE REMOVED UNLESS OTHERWISE NOTED.
- ALL STORM WATER QUALITY TREATMENT AND HYDROMODIFICATION TO MEET THE SACRAMENTO STORMWATER QUALITY PARTNERSHIP HYDROMODIFICATION PLAN REQUIREMENTS.
- SMOKESTACKS ARE PRELIMINARY AND SUBJECT TO THE TRAIL MAP.
- EXISTING EASEMENTS MAY REQUIRE VACATION OR REDUCTION TO FACILITATE DEVELOPMENT. ALL PROPOSED, EXISTING, REDUCED AND VACATED EASEMENTS TO BE SHOWN ON THE FINAL MAP OR BY SEPARATE INSTRUMENT AS NECESSARY.

SEE SHEET TM-5 FOR OFFSITE CORNELL ROAD IMPROVEMENTS

SHEET INDEX

SHEET NO.	SHEET TITLE
TM-1	VESTING TENTATIVE MAP & SITE PLAN
TM-2	LOTTING INFORMATION & TYPICAL SECTIONS
TM-3	PRELIMINARY GRADING & DRAINAGE PLAN
TM-4	PRELIMINARY UTILITY PLAN
TM-5	OFFSITE CORNELL ROAD

**VESTING TENTATIVE MAP
& SITE PLAN
FAIRWAY OAKS**

CITY OF GALT SACRAMENTO COUNTY CALIFORNIA
SCALE: 1"=100' DATE: JULY 1, 2020



SIAM RAMAMON • (925) 866-0322
SACRAMENTO • (916) 976-1877
WWW.CBGM.COM

SHEET NO.
TM-1
OF 5 SHEETS

Parlin Oaks

144 SFD



Lippi Ranch 94 SFD



Morali Estates

50 SFD



Upcoming Multiple Family Dwelling Projects

97 MFD

Project	# of MFD	Potential Start Date
Parlin Oaks	80	Unknown
"A" Street Crossing	9	Unknown
Second Street Apartments	8	Unknown
TOTAL UPCOMING UNITS	97	



Parlin Oaks 80 MFD



"A" Street Crossing 9 MFD



Second Street Apartments 8 MFD



CAST Meeting Agenda



Location: Galt Joint Union Elementary
School District Office
1018 C Street, Suite 210, Galt, CA 95632

Date/Time: February 13, 2024 at 5:30 PM

Members:	GJUESD	City of Galt	GJUHS
	Lois Yount	Armando Solis	Lisa Pettis
	Casey Raboy	Shawn Farmer	Terry Parker
	Traci Skinner	Kevin Papineau	Dennis Richardson

Welcome!

- I. Review of CAST Purpose and Agenda Overview
- II. Standing Agenda Items
 - School and City Safety Updates
 - Student Resource Officers (SRO)
- III. Galt Joint Joint Union Elementary School District
 - District Updates
 - CalSCHLS Survey
 - Public Opinion Survey
- IV. Galt Joint Union High School District
 - District Updates
 - Budget
- V. City of Galt
 - City Updates
- VI. 2023-24 Quarterly meetings (2nd Monday)
 - August 14, 2023 High School District Office
 - November 13, 2023 – City Hall
 - February 13, 2024 (Monday, February 12 is a holiday) – Elementary School District Office
 - May 13, 2024 – High School District Office

City and Schools Together (CAST) is a collaborative effort among leaders of the City of Galt, Galt Joint Union Elementary School District, and the Galt Joint Union High School District, united to ensure a positive future for all Galt area youth and families through strategic planning, open communication, resource sharing and coordination of events and activities.

~ CAST MISSION STATEMENT



FLYER DISTRIBUTION PROCESS

SCHOOL AND COMMUNITY GROUPS

Galt Joint Union Elementary School District allows for the distribution of flyers from governmental agencies, service organizations, school-related organizations, or non-profit non-school groups that publicize community services and special events of interest to students and parents/guardians, thus extending the community's cultural, recreational, artistic, or educational opportunities, and which do not promote any particular commercial or political interest.

As part of our efforts to be more environmentally friendly, embrace innovative technology, and maintain fiscal responsibility, we allow digital flyer delivery through our communication platform to inform parents and staff.

Flyers may also be distributed through the District webpage and possibly the District's social media pages. The following information provides instructions and the protocols for requesting the distribution of flyers.

APPROVAL PARAMETERS

- Requests for flyer distribution by all outside organizations must be approved by the District Office at least seven days in advance of the requested posting date.
- Flyers submitted directly to the school sites will be referred to the District Office.
- Requests from organizations should include:
 1. A short summary of the subject matter
 2. Grade levels
 3. Name of the organization
 4. Contact information (phone or email)
 5. PDF or JPG digital files of the flyers in both English and Spanish
 6. Flyers must contain the GJUESD disclaimer clearly located and legible

Approvals can take up to 7 days to process. Once approved, organizations will receive a confirming email, and flyers will be transmitted to parents as appropriate to the timeline and posted online.

DISCLAIMER STATEMENTS

- **English**

This is not a Galt Joint Union Elementary School District-sponsored program, and the Galt Joint Union Elementary School District accepts no liability or responsibility for injuries, illnesses, or damages resulting from this program/activity.
- **Spanish**

Este no es un programa patrocinado por el Distrito Unificado de Escuelas Primarias de Galt y el Distrito Unificado de Escuelas Primarias de Galt no acepta responsabilidad alguna por lesiones, enfermedades o daños que ocurran como resultado de este programa/actividad.

CONTACT PERSON

Susi Padilla
District Office
209-744-4545 ext. 338
Email: spadilla@galt.k12.ca.us

2024

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
					1 END TRI 2 FIELD TRIP PAC MTG SAFETY DRILL	2
3	4 NO SCHOOL PD DAY	5 PLAYGROUP	6	7	8	9
10	11 PLAYGROUP	12 PLAYGROUP	13	14	15	16
17	18 PLAYGROUP	19 PLAYGROUP TAKE AWAY TUESDAY	20 FAMILY MATH NIGHT BOARD MTG	21 DLI PD CAEMI COP GEFA	22	23
24	25 SPRING BREAK	26	27	28	29	30

**FAIRSITE
ELEMENTARY AND
EARLY LEARNING
CENTER**












**902 CAROLINE ST.
GALT, CA 95632
(209) 745-2506**



**LAURA MARQUEZ
PRINCIPAL**

Lake Canyon Board Calendar

March 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1 End of 2nd Trimester 1:00 Dismissal Basketball Practice 1:00 	2	
3	4  NO SCHOOL	5 2nd/3rd/SDC Academic Conferences Shelter in Place Drill 11:00 Acceleration Blocks 2:45	6	7 Kinder/1st Grade Academic Conferences House Meeting 1:55 Acceleration Blocks 2:45	8 Cal Waste Assembly (4th) 1:45 - Multi  Basketball Practice 2:35  Kinder Dismissal 1:00	9	
10	11 ELAC Meeting 8:30 BFLC	12  Spring Picture Day Acceleration Blocks 2:45	13 Leadership Committee 2:40	14 Acceleration Blocks 2:45	15 Boys Basketball Game LC vs. MRE  3:00 @ MRE	16	
17 	18 House Committee 2:40 Conference Rm Boys Basketball Game 3:00 LC vs. Greer @ LC 	19 Take Away Tuesday	20 GJUESD Board Meeting 7:00 PM	21 House Meeting 1:55 Acceleration Blocks 2:45	22 Character Counts (5-6) 1:05 Multi Cal Waste Assembly (4th) 1:45 Multi Boys Basketball Game 3:00 LC vs VO @ LC  Kinder Dismissal 1:00	23	
24	25 	SPRING BREAK NO SCHOOL MARCH 25 - APRIL 1				29 	30
31							



March 2023

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
					Pajama Day & Read-a-Thon	
					1 PM DISMISSAL	
3	4	5	6	7	8	9
	PD DAY NO SCHOOL	Academic Conf K-3rd		PTKC meeting 2:50pm	KINDER 1PM DISMISSAL	
		ELOP workshop	COLLEGE DAY			
10	11	12	13	14	15	16
	Academic Conf 4-6th grade	Leadership Meeting 2:50		Trimester Awards	Trimester Awards	
			COLLEGE DAY	8-9:30	8-9:45	
17	18	19	20	21	22	23
	Emergency Drill	Yard Meeting		MTSS	Morning Sing 8:05	
		ELOP workshop	COLLEGE DAY	Character Counts 8:05-10:00	KINDER 1PM DISMISSAL	
24/31	25	26	27	28	29	30

← **SPRING BREAK** →

Important Reminders

District Important Dates:

03/12 Negotiations

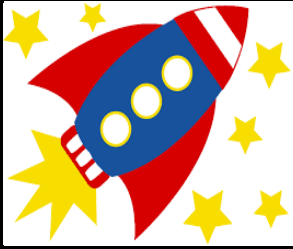
03/14 Admin Meeting

03/19 Take Away Tuesday

03/20 Board Meeting

03/24 Facility Used by Las Vinas Congregation

Marengo Ranch
Elementary
1000 Elk Hills Dr
Galt, CA 95632
209-745-5470



River Oaks Elementary

March 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Friday Sing 8:15 Twin Day End of 2nd Trimester 1:00 Dismissal	2
3	4 Professional Development No School	5	6	7	8 Boy's Basketball Game RO @ VO 3pm	9
10	11	12 School Site Council Meeting 2:45	13 Kinder & 6th Promotion Pictures	14 4th to Cosumnes Preserve/Cal-Waste Field Trip	15 PTA Mother /Son Event Boy's Basketball Game Ro @ Greer 3pm	16
17 St Patrick's Day	18 ELAC Meeting 8:30	19	20 Board Meeting 7:00	21	22 Boy's Basketball Game MRE @ RO 3Ppm	23
24	25	26	27	28	29	30
Spring Break 3/25—4/1						



Valley Oaks Elementary **March 2024**



David Nelson

Principal

Leah Wheeler

Assistant
Principal

**Valley Oaks
Elementary
School**

21 C Street

Galt, CA 95632

Phone: (209) 745-
1564

Fax: (209) 744-4565

District Office

1018 C Street, Suite 210

Galt, CA 95632

Phone: (209) 744-4545

Monday	Tuesday	Wednesday	Thursday	Friday
				1 8:15am Friday Sing 100% AR 2nd Tri Deadline Minimum Day 1:00pm End of 2nd TRI.
4 No students, PD Day	5	6	7	8 1pm Kinder Dismissal 3:00pm 4th/5th Boys Basketball game RO @ VO
11	12 VO Spring Picture Day	13 100% AR 2nd Tri. Celebration	14	15
18 1pm Character Counts Presentation (5th/6th) 3:00 pm 4th/5th Boys Basketball game MR @ VO	19 2nd Tri. Awards Assemblies	20 2nd Tri. Awards Assemblies. 7pm GJUESD Board Meeting	21 2nd Tri. Awards Assemblies	22 2nd Tri. Awards Assemblies 1pm Kinder Dismissal 3:00 pm 4th/5th Boys Basketball game VO @ LC
25	26	27	28	29
NO SCHOOL: SPRING BREAK				

Vernon E. Greer Elementary



March 2024




Notes	Monday	Tuesday	Wednesday	Thursday	Friday
<u>National Days 2023</u>	4 Professional Development	5 No Fly Zone 5th CAST and CAA Window Open Report Cards DUE to administration for edits/revisions AR Reports Setting Goals in AR Lexia Reports All Data Sheets Due	6 No Fly Zone GE Pacing Log, 2023 Del Norte County Office of Education Classroom Visits Choir 1:00-2:00	7 No Fly Zone KONA ICE Kinder and 1st ATMs 8:00-11:00 First Grade 11:40-2:40 Kindergarten 3:00 GPE Meeting	8 No Fly Zone Change Idea Due Dates... Academic Report Home GATE Field Trip to Lake Canyon 8:00-11:15 Boys Basketball Greer@Marengo Ranch 3:00
	11	12 1:00 Mary Reed Meeting 3:00 SEL Team Meeting	13 8:00 yard supervisor meeting Music Showcase Choir 1:00-2:00	14 Character Counts 8:10-9:00 5th Grade 9:10-10:00 6th Grade 8:30-12:00 Admin Meeting 2:00 Evacuation Drill 3:30 DAC Meeting 5:00 DELAC Meeting GEFA	15 Boys Basketball River Oaks@Greer 3:00
	18 8:00-9:00 YS Training 5-6 California School Climate, Health, and Learning Survey Open Boys Basketball Greer@Lake Canyon 3:00	19 3:15-4:15 Take Away Tuesday	20 LS Referrals DUE 7:00 Board Meeting Spring Picture Day Choir 1:00-2:00	21 8:30 Lockdown Drill 1:30 English Language Advisory Committee 3:00 School Site Council	22 SARB Meeting 5th CAST and CAA Window Closes 8:10-9:10 Spring Roundup Character Counts Seagraves 1:10 Siewert 1:50
	25 No School Spring Break	26 No School Spring Break	27 No School Spring Break	28 No School Spring Break	29 No School Spring Break

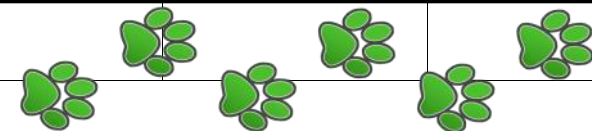


March 2024

McCaffrey Middle School



Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sports: Softball Season March 4th - April 30th					1 End of 2nd Trimester Minimum Day	2
3	4 No School Professional Development Day	5 MTSS Conference	6	7	8	9
10	11 Club Live - Library During Lunches	12 Environmental Club 3:15pm - 4:15pm	13	14	15	16
17 	18 Club Live - Library During Lunches	19 Take Away Tuesdays	20 Environmental Club to CRP 12pm—4pm Academic Conferences Board Meeting 7pm	21	22	23
24	25	26	27	28	29	30
No School - March 25 - April 1						
31  				ELPAC Summative Assessment (SA) Window: Feb 5 - April 12 California Physical Fitness Test 7th Grade: Feb 5th - May 17th CAST Testing Window: March 5th - 22nd		





Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.466 Board Consideration of Approval of Consent Calendar
Presenter: Lois Yount	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes <ul style="list-style-type: none"> ▪ January 17, 2024 Regular Meeting ▪ February 6, 2024 Special Meeting c. Payment of Warrants <ul style="list-style-type: none"> ▪ Vendor Warrants: 24459099-24459186; 24459847-24459872; 24461057-24461060; 24460574-24460609; 24462353-24462425; 24463973-24464033 ▪ Payroll Warrants: 02/09/24; 01/31/24 d. Personnel <ul style="list-style-type: none"> ▪ Resignations/Retirements ▪ Leave of Absence Requests ▪ New Hires/Reclassifications e. Donations f. Every Special Child LLC Master Contract for Nonpublic, Non-Sectarian School/Agency Services 	

Galt Joint Union Elementary School District Board of Education Minutes

**Regular Meeting
January 17, 2024**

Galt City Hall Chamber
380 Civic Drive, Galt, CA 95632

Zoom Webinar ID
87107581580

Board members

Traci Skinner
Casey Raboy
Katherine Harper
Annette Kunze
Wesley Cagle

Lois Yount
Claudia Del Toro-Anguiano
Kuljeet Nijjar
Alejandra Garibay

Administrators Present

Tina Homdus
Stephanie Simonich
Carlos Castillo
Laura Papineau
David Nelson
Judi Hayes

A. 6:00 p.m. – Closed Session Location: Galt City Hall Conference Room

B. Traci Skinner called the Closed Session to order at 6:00 p.m. to discuss the following items:

1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
 - Superintendent

Present for closed session item 1: Traci Skinner, Casey Raboy, Katherine Harper, Annette Kunze, Wesley Cagle, Lois Yount

2. STUDENT EXPULSION, Education Code §48912
 - Case Number: 22/23-04

Present for closed session item 2: Traci Skinner, Casey Raboy, Katherine Harper, Annette Kunze, Wesley Cagle, Lois Yount, Kuljeet Nijjar

3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

Present for closed session item 3: Traci Skinner, Casey Raboy, Katherine Harper, Annette Kunze, Wesley Cagle, Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay

C. Closed Session adjourned at 7:00 p.m. Open Session began at 7:05 p.m. Traci Skinner announced no action was taken in closed session, followed by the flag salute.

D. Presentations/Recognitions

1. Lake Canyon Elementary Students

Judith Hayes, the Principal of Lake Canyon Elementary, gave an introduction to the GATE program at Lake Canyon. She emphasized the importance of being responsive to student interests.

Christina Ceccarelli, Teacher On Special Assignment (TOSA), shared additional information on the District GATE program including GATE trimester activities, resources and partnerships.

Sofia Beacher, Ava Kafka, Miles Delacy, and Avery McAllister, GATE students, shared their perspectives and activities, including banners they created indicating what college they would like to attend.

Ms. Ceccarelli thanked the Board for their time and support and invited them to visit a GATE session anytime.

2. Cal-Waste Recognition for Food Waste Recycling

Leesa Klotz, Education Coordinator, Cal-Waste, presented each school with a certificate for recycling efforts. She indicated her visits to classrooms are enthusiastic and all schools are doing a great job recycling food waste.

E. Public Comments for topics not on the agenda

1. Matthew Ward, Kristi Ward, Veronica Kaufman, Emily Sanders, and Travis Sanders addressed the Board regarding menstrual products in the boy's bathroom at Lake Canyon Elementary School.

F. Lois Yount, Superintendent shared the Board Meeting Protocol.

G. Reports

Local Control Accountability Plan (LCAP) Update

Kuljeet Nijjar, Educational Services Director, reported this is the third year of a three-year LCAP cycle. The District will develop a new LCAP for board consideration and approval in June. She shared the two GJUESD LCAP Goals:

1. Engaging Learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.
2. Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Ms. Nijjar shared the metrics and mid-year outcome data. She indicated the District is still waiting for some data. For example, the winter assessments will be administered at the end of January or the beginning of February and will be reported at the annual update. Ms. Nijjar highlighted a couple of the metrics including:

- English learner enrollment in pre-kindergarten would increase by 5% each year.
- PreK dual language learners meeting Kindergarten Readiness benchmarks will increase by 10% or greater each year.
- The participation rate of 3rd- 8th grade students on IEPs taking the Math & English Language Arts California Assessment of Student Performance and Progress (CAASPP) will meet or exceed 95%.

Ms. Nijjar identified the data that is used to determine if the District has made progress toward the goal. She described action items that describe what the district is implementing to meet the goal and how much is budgeted for each action.

Ms. Nijjar said Goal 2 focuses on whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments. She highlighted some of the metrics including:

- Overall daily District attendance will be maintained at 96% or greater.
- Safety and School Connectedness: The percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase by at least 5% in areas that are below 50%.
- Facilities Inspection Tool (FIT) ratings will be increased and maintained at “GOOD” for all sites.

Ms. Nijjar identified the data that is used to determine if the District has made progress on the goal. She described action items that the district is implementing to meet the goal and how much is budgeted for each action.

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

1. Math Curriculum Pilot and Adoption Update

Claudia Del Toro-Anguiano, Curriculum Director, reported that in partnership with the Sacramento County Office of Education (SCOE), the district has begun the process of adopting new mathematics materials. She indicated Mr. David Chun, Director of K-12 Mathematics, SCOE, is providing support and guidance during the adoption process.

Mr. David Chun addressed the Board. He provided an update on the adoption process. He indicated the adoption committee is reviewing the process for adoption, standards, needs and tools/resources. He commended teachers on the committee for their efforts to really understand and get on the same page with both the content standards and the practice standards, and then identifying the needs of students.

Mr. Chun provided links to resources the teachers have reviewed and encouraged the Board to review them also. He indicated next steps will generate a list of programs for review (January 2024), review of materials (February – April 2024), pilot (fall 2024), and recommendation (spring 2025).

Mr. Chun said a call to action would be for the Board to share programs that they feel the committee should review?

Ms. Del Toro-Anguiano added the importance of having a facilitator that can provide the District with a lens to look through to ensure the recommendation meets the needs of the District. He poses excellent questions that focuses the committee. She thanked Mr. Chun and the committee of teachers.

Lois Yount, also thanked Mr. Chun. She indicated an update will be brought back to the board by the beginning of next year.

2. Gifted And Talented Education (GATE) Program Update

Laura Papineau, Assistant Principal, reported. She indicated that the district continues to expand the GATE program strategically. The District’s goal is to design a GATE program that meets the

unique needs of students who demonstrate exceptional abilities and talents. Various activities and support are taking place at all schools. Ms. Papineau shared activities that school sites have completed based on student interest surveys. They include:

- Art project and poetry
- Autobiography and goal-setting
- Learning about their personal learning styles
- STEM projects

Ms. Papineau said testing was scheduled earlier this year in collaboration with Teachers On Special Assignment (TOSAs) and third-grade teachers. She then shared the upcoming second-trimester activities and said that third-trimester activities are in development.

Ms. Papineau highlighted the upcoming January Takeaway Tuesday, which includes a session on supporting GATE students in their general education classroom, presented by Heather Wetzel, TOSA.

Goals for the new year include:

- Continued development of the program.
- Invitation to current 3rd-grade students who qualify for GATE to join current groups in the 3rd trimester.

Ms. Papineau said that GATE leaders will continue to work together to create challenging and exciting opportunities for GATE students to grow academically, socially, and emotionally.

LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

1. Food and Nutrition Services

Nick Svoboda, Food and Nutrition Supervisor, reported. He began by acknowledging the GJUESD child nutrition professionals for their exceptional work to set students up for a good learning environment. Mr. Svoboda said California implements the Universal Meals program for school-age children, so all children are fed meals regardless of income. He shared a comparison of the number of meals served between August and December. He indicated an increase due to more menu choices. He then shared some innovations at the school sites for 2023-24:

- Increased staffing
- Increased scratch items, salad bars
- Menu options that are site-specific
- Offering a cheese stick with all breakfast muffins

Mr. Svoboda stated that for National School Lunch Week and other times in the school year, the schools promote many fun food themes that students look forward to.

Other items he shared include:

- The milk carton shortage of 2023-2024
- Water bottle washing Wednesday
- Sacramento Food Bank pantry partner
- New Ford transit van
- Trainings

Additionally, Mr. Svoboda said looking forward, LINQ Nutrition will be replacing MealsPlus and the summer meal program will be implemented at each site.

Mr. Svoboda then shared his vision for the program at elementary sites and the middle school.

2. **Galt Horse-Assisted Learning and Enrichment Program (GALEP)**

Lois Yount reported that the GALEP program has been on hold since the pandemic. The District is looking to restart the program with the help of some new and veteran volunteers and new funding sources. The program would start with the Expanded Learning Opportunities Program (ELOP) students. Funding comes from the ELOP and donation money left in the GALEP account. Volunteers include Karen Schauer, Retired GJUESD Superintendent and Donna Whitlock, Retired GJUESD Educational Services Director. These volunteers are in the process of becoming certified trainers. Ms. Yount said repairs are being completed at the arena and a draft flyer in the Board packet is being updated.

3. **Marengo Ranch Elementary Running Track**

Lois Yount reported that GJUESD has a longstanding partnership with S&B James Construction. The company is donating 100% of the cost of a track with a long jump in the middle at Marengo Ranch Elementary. The project is estimated to cost approximately \$250,000. S&B James Construction partners on the project are highlighted in the donations. They include Derivi Castellanos Architects, CenterPoint Engineering, Inc., McGuire Hester, Reliable Onsite Services and Urata & Sons Concrete LLC.

OTHER REPORTS

1. **Williams Uniform Complaint Process (UCP) Quarter 2 Report**

Lois Yount reported no complaints.

2. **2024-25 School Registration**

Lois Yount reported registration begins on January 22, 2024. She indicated that the Transitional Kindergarten (TK) enrollment window expands an additional two months to June 2, 2025. TK for all students will be at Fairsite Elementary and Early Learning Center.

3. **School Calendars**

School Administrators shared an event from their February 2024 school calendars. Lois Yount shared the Fairsite Elementary calendar.

H. Routine Matters/New Business

232.457 Lois Yount highlighted the donors for the Marengo Ranch Elementary track.

**Consent
Calendar**

Wesley Cagle made a motion to approve the Consent Calendar, seconded by Casey Raboy. The motion carried unanimously.

a. Approval of the Agenda

b. Minutes

▪ December 20, 2023

c. Payment of Warrants

▪ Vendor Warrants: 24455941-24456012; 24456826-24456868;
24457864-24457900

- Payroll Warrants: 01/02/24, 01/10/24

- d. Personnel
- Resignations/Retirements
 - Leave of Absence Requests
 - New Hires/Reclassifications

- e. Donations

232.458	Consent Calendar (Continued) – Items Removed for Later Consideration No items were removed	CC Items Removed
232.459	Katherine Harper made a motion to approve Student Expulsion Case No. 22/23-04 recommendation, seconded by Casey Raboy. The motion carried unanimously.	Student Exp
232.460	Kyle Montgomery, CPA, Partner, Christy White Inc., presented a summary of the auditor's results for the year ended June 30, 2023. He indicated that the financial statements, federal awards, and state awards all received unmodified opinions, the most favorable opinion that can be provided. Annette Kunze made a motion to approve the GJUESD 2022-2023 District Audit Report by Christy White Associates, seconded by Casey Raboy. The motion carried unanimously.	Audit
232.461	Kuljeet Nijjar provided an overview of the annual School Accountability Report Cards. Principals then highlighted portions of their plan. David Nelson, Valley Oaks Principal, highlighted parental engagement efforts. Tina Homdus, River Oaks Principal, highlighted a decline in chronic absenteeism and parental engagement efforts. Carlos Castillo, Robert L. McCaffrey Principal, highlighted professional development for teachers and staff. Laura Papineau, Lake Canyon and Marengo Ranch Assistant Principal, highlighted the re-engagement of parents post-pandemic at both schools. Wesley Cagle asked when the Facility Inspection Tool (FIT) report was completed. Lois Yount stated it was completed in December 2023. She indicated all sites made progress towards good (90%). Two school sites are still “fair” but did make growth. Mr. Cagle asked who completes the inspections. Ms. Yount said a private outside source that is certified completes the inspections. Principals,	SARCs

maintenance and custodial staff have the reports and are working towards addressing the needs reflected in the reports.

Wesley Cagle made a motion to approve the 2023-24 School Accountability Report Card (SARC) for Fairsite Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School, seconded by Annette Kunze. The motion carried unanimously.

- | | | |
|----------------|---|---------------------------|
| 232.462 | Annette Kunze made a motion to approve 19six Architects' Proposal for Professional Architectural and Engineering Services for Vernon E. Greer Elementary's New Relocatable Classroom Buildings, seconded by Casey Raboy. The motion carried unanimously. | 19six
Proposal |
| 232.463 | Traci Skinner made a motion to approve the 2024-25 E-rate Service Providers, seconded by Katherine Harper. The motion carried unanimously. | E-rate |
| 232.464 | <p>A First Reading of the following Board Policies (BP), Administrative Regulations (AR) and Bylaw (BB) was held.</p> <ol style="list-style-type: none">1. BP 0460 Local Control Accountability Plan2. AR 0460 Local Control Accountability Plan3. BP 0500 – Accountability4. BP 0520 – Intervention in Underperforming Schools5. AR 1220 – Citizen Advisory Committees6. BP 1431 - Waivers7. BP 3400 – Management of District Assets/Accounts8. AR 3400 – Management of District Assets/Accounts9. BP 5116.2 Involuntary Student Transfers10. BP 5131.2 – Bullying11. AR 5131.2 – Bullying12. AR 5141.21 – Administering Medication and Monitoring Health Conditions13. BP 5148.3 – Preschool/Early Childhood Education14. AR 5148.3 – Preschool/Early Childhood Education15. BP 6170.1 – Transitional Kindergarten16. BP 6142.8 Comprehensive Health Education17. AR 6142.8 Comprehensive Health Education<ul style="list-style-type: none">– Lois Yount highlighted the strike-out section of AR 6142.8, Students Excused from Health Instruction, indicating the GJUESD does not offer health education courses to middle school students.18. BP 9321 Closed Session19. E(1) 9321 Closed Session20. E(2) 9321 Closed Session21. BP 1325 Advertising And Promotion<ul style="list-style-type: none">– Lois Yount indicated the GJUESD does not have a formal process for distributing flyers or advertisements for outside organizations. She suggested a report be added to the next agenda with processes and procedures for distributing flyers or advertisements. The Board concurred to add the report. | FIRST
READING |

I. Public Comments for topics not on the agenda.
There were no public comments.

J. Pending Agenda Items

1. Acceleration Blocks
2. School Resource Officer (SRO) Report
3. BP 1325 Advertising and Promotion Process and Procedures

K. Adjournment 9:27 p.m.

Katherine Harper, Clerk

Date

Galt Joint Union Elementary School District Board of Education Minutes

**Special Board Meeting
February 6, 2024**

**Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632**

**Zoom Webinar ID
881 3004 2073**

Board Members

Traci Skinner
Casey Raboy
Katherine Harper
Annette Kunze
Wesley Cagle

Administrators Present

Lois Yount
Claudia Del Toro-Anguiano
Kuljeet Nijjar
Alejandra Garibay

- A. 5:30 p.m. – Closed Session Location:** Galt Joint Union Elementary School District Office Conference Room
- B. Traci Skinner called the Closed Session to order at 5:30 p.m.** to discuss the following items:
1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Pursuant to Government Code, §54956.8
Property: 320 W Elm Avenue [APN 148-0140-057-0000]
Agency Negotiator(s): P. Addison Covert, Parker & Covert LLP Attorney At Law
Negotiating Parties: Galt Joint Union Elementary School District and City of Galt
Under Negotiations: Purchase, sale, exchange, or lease of real property
 2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION, Government Code §54956.9
Significant exposure to litigation – one potential case
 3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
- C. Closed Session adjourned at 7:06 p.m.** Open Session began at 7:10 p.m. Traci Skinner announced no action was taken in closed session.
- D. Lois Yount, Superintendent, shared the Board Meeting Protocol.**
- 232.465** Wesley Cagle made a motion to approve the Agreement Between the Galt Elementary Faculty Association and Galt Joint Union Elementary School District Regarding Article XVIII – Salary and Contract Language Changes, seconded by Katherine Harper. The motion carried unanimously.

**GEFA
Agreement**

E. Pending Agenda Items

1. Acceleration Blocks
2. School Resource Officer (SRO) Report
3. BP 1325 Advertising and Promotion Process and Procedures
4. AR/E 3517 Facilities Inspection and Education Code 35292.6

F. Adjournment 7:31 p.m.

Katherine Harper, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirees			
Name	Position	Effective Date	Site
Becerra, Robert	Custodian	2/20/24	River Oaks
Cobb, Ashley	Teacher	6/7/24	Vernon E. Greer
D’Onofrio, Star	Food & Nutrition Cashier	2/20/24	McCaffrey
Gomez, Mercedes	Instructional Assistant, Bilingual	1/19/24	Fairsite
Margiott, Pamela (Retirement, 29 Years)	Teacher	6/7/24	River Oaks
McRoberts, Kelleigh	Teacher	6/7/24	Marengo Ranch
Ochoa, Bianca	Teacher	6/7/24	Marengo Ranch
Ramirez, Alejandro	Instructional Assistant, Expanded Learning	2/9/24	River Oaks
Whitfod, Jordan	Teacher	6/7/24	Marengo Ranch

Leave of Absence Requests			
Name	Position	Effective Date	Site
Brantley, Ricky	Yard Supervisor	1/16/24	Transportation
Coleman, Victor	Custodian	1/22/24	Lake Canyon
Evans, Bryan	Custodian	1/9/24	Fairsite
Heidrich, Paige	Instructional Assistant, Special Education	1/22/24	River Oaks
Kearney, Daryl	Bus Driver	1/1/24	Transportation
Lim, Erica	Teacher	1/24/24	Valley Oaks
Maldonado, Julie	Yard Supervisor	1/25/24	Vernon E. Greer
Martinez-Ferguson, Adriana	Food & Nutrition Assistant 1	1/11/24	Lake Canyon
Reyes, Alma	Bilingual Instructional Assistant	3/11/24	River Oaks

New Hires/Reclassifications/Status Changes			
Name	Position		Site
Arguello, Maria	Yard Supervisor		McCaffrey
Bennett, Christopher	Classified Substitute		N/A
Bramasco, Toni	Instructional Assistant, Special Education		Fairsite
Celis, Raul	Classified Substitute		N/A
Christian, Stephanie	Instructional Assistant, Special Education		Vernon E. Greer
Collier, Keiko	Certificated Substitute		N/A
Derouen, Katie	Classified Substitute		N/A
Duncan, John	School Bus Trainee - Temporary		N/A
Garcia, Kellie	Certificated Substitute		N/A

Human Resources
Page 2

Gonzalez, Yocelyn	Certificated Substitute	N/A
Haught, Sarah	Instructional Assistant, Expanded Learning	Valley Oaks
Michel, Joseph	Certificated Substitute	N/A
Mota, Bobbie	Certificated Substitute	N/A
Nieto, Silvino	Classified Substitute	N/A
Ratcliff, Lisa	Math Teacher	McCaffrey
Roper, Jennifer	Certificated Substitute	N/A
Sanders, Deanna (Status Change)	Fiscal Analyst	District Office
Schenone, Saret	Yard Supervisor	Vernon E. Greer
Singh, Nisha (Status Change)	Health Assistant	Lake Canyon
Torres, Maria (Status Change)	Yard Supervisor	Valley Oaks
White, Wendy	Bus Driver	Transportation
Zabriskie-Mahon, Sheena	Yard Supervisor	Lake Canyon



CONSENT CALENDAR

Donations

Valley Oaks

- Galt Pickleball Club donated pickleball equipment for physical education valued at \$300.00



CONSENT CALENDAR

Non Public Schools/Agencies Contracts

Master Contracts for Non Public Schools and Agencies providing services to students whose needs cannot be met in the district's programs.

12. Every Special Child LLC



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632

209-744 4545 / 209-744-4553 fax / www.galt.k12.ca.us

Nonpublic, Non-Sectarian School/Agency Services

MASTER CONTRACT

#12

Every Special Child LLC

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

***GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT***

2023-2024

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

Contract Year 2023-2024

Nonpublic School ("NPS")

Nonpublic Agency ("NPA")

Type of Contract:

Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this Contract.

Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

Interim Extension of the Master Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA in accordance with Section 4 of this Master Contract.
Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract

TABLE OF CONTENTS

I. GENERAL PROVISIONS

Page

1. MASTER CONTRACT	1
2. CERTIFICATION AND LICENSES	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	3
6. INDIVIDUAL SERVICES AGREEMENT ("ISA")	3
7. DEFINITIONS	4

II. ADMINISTRATION OF CONTRACT

8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	6
15. INSURANCE	6
16. INDEMNIFICATION AND HOLD HARMLESS	9
17. INDEPENDENT CONTRACTOR	10
18. SUBCONTRACTING	10
19. CONFLICTS OF INTEREST	10
20. NON-DISCRIMINATION	11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION	11
22. GENERAL PROGRAM OF INSTRUCTION	12
23. INSTRUCTIONAL MINUTES	13
24. CLASS SIZE	13
25. CALENDARS	14
26. DATA REPORTING	15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	15
28. STATEWIDE ACHIEVEMENT TESTING	15
29. MANDATED ATTENDANCE AT LEA MEETINGS	16
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS	16
31. STUDENT DISCIPLINE	18
32. IEP TEAM MEETINGS	19
33. SURROGATE PARENTS AND FOSTER YOUTH	19
34. DUE PROCESS PROCEEDINGS	20
35. COMPLAINT PROCEDURES	20
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	20
37. TRANSCRIPTS	21
38. LEA STUDENT CHANGE OF RESIDENCE	21
39. WITHDRAWAL OF LEA STUDENT FROM NPS/A	21
40. PARENT ACCESS	21

41. LICENSED CHILDREN’S INSTITUTION CONTRACTORS AND RESIDENTIAL TREATMENT CENTER CONTRACTORS	22
42. STATE MEAL MANDATE	22
43. MONITORING	22
IV. <u>PERSONNEL</u>	
44. CLEARANCE REQUIREMENTS	23
45. STAFF QUALIFICATIONS	24
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	25
47. STAFF ABSENCE	26
48. STAFF PROFESSIONAL BEHAVIOR	26
V. <u>HEALTH AND SAFETY MANDATES</u>	
49. HEALTH AND SAFETY	27
50. FACILITIES AND FACILITIES MODIFICATIONS	22
51. ADMINISTRATION OF MEDICATION	28
52. INCIDENT/ACCIDENT REPORTING	28
53. CHILD ABUSE REPORTING	28
54. SEXUAL HARASSMENT	28
55. REPORTING OF MISSING CHILDREN	28
VI. <u>FINANCIAL</u>	
56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	29
57. RIGHT TO WITHHOLD PAYMENT	30
58. PAYMENT FROM OUTSIDE AGENCIES	31
59. PAYMENT FOR ABSENCES	31
60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY	32
61. INSPECTION AND AUDIT	33
62. RATE SCHEDULE	33
63. DEBARMENT CERTIFICATION	34
EXHIBIT A: RATES	36
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT	38

LEA: GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

NONPUBLIC SCHOOL/AGANCY/RELATED SERVICES PROVIDER: Every Special Child LLC

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2023, between GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT hereinafter referred to as the local educational agency ("LEA") or "District" and Every Special Child LLC (nonpublic, nonsectarian school or agency), hereinafter referred to as "NPS/A" or "CONTRACTOR," for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a LEA student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"), and a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student, unless otherwise agreed by LEA and CONTRACTOR. These forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the LEA student's Individualized Education Program (hereinafter referred to as "IEP"). LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement and/or services is ordered pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer LEA student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement and/or NPS/A services is appropriate, and the IEP is signed by the Parent.

2. CERTIFICATION AND LICENSES CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A placements and services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Contract is executed by CONTRACTOR. This Contract shall be null and void if such certification

or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of the State of California shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the State of California, or other public agency having delegated authority by contract with the State of California to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of the State of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Contract by the LEA. Any suspension or revocation of CONTRACTOR's CDE certification shall also be good cause for the immediate suspension or termination of this Contract by LEA, at LEA's discretion.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, State of California, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA and SELPA policies, regulations, and procedures (collectively referred to as "LEA Procedures") unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA Procedures and shall indemnify LEA under the provisions of Section 16 of this Contract for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA Procedures (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to CDE any violations of the provisions of this Contract; and that this may result in the suspension and/or revocation of CDE NPA/S certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Contract incorporates LEA Procedures herein by this reference. Each ISA is also incorporated herein by this reference. This Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA Procedures from time to time without the consent of CONTRACTOR

CONTRACTOR shall provide LEA with information as requested in writing to secure a Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Contract will be issued. If CONTRACTOR does not return the Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Contract is received by LEA and will not be retroactive to the first day of the new Contract's effective date. If CONTRACTOR fails to execute the new Contract within such ninety-day period, all payments shall cease until such time as the new Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code §56366(c)(1) and (2)). In the event that this Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Contract shall include an ISA developed for each LEA student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Contract in effect. In the event that this Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program/services provided under this Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the Parent and LEA. At any time during the term of this Contract, a Parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Contract, CONTRACTOR shall provide all services specified in the IEP unless CONTRACTOR and LEA agree otherwise in the ISA. (California Education Code §56366(a)(5) and California Code of Regulations, tit. 5, § 3062(e).) In the event CONTRACTOR is unable to provide a specific service at any time during the term of the ISA, CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by CONTRACTOR.

If a Parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of the State of California and federal law unless the Parent and LEA voluntarily agree otherwise, or an Interim Alternative Educational Setting ("IAES") is

deemed lawful and appropriate by LEA or OAH consistent with Title 20 of the United States Codes Sections 1415(k)(1)(G), 1415(k)(2), and 1415(k)(3)(B)(ii)(II). CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Contract may be appealed to the Sacramento County Superintendent of Schools or the California State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

Exhibit B includes the ISA form.

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency ("NPS/A") certified by the California Department of Education ("CDE"), and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by State laws or regulations. (California Code of Regulations, tit. 5, § 3001(r).)

- e. The term "license" means a valid non-expired document issued by a licensing agency within the California Department of Consumer Affairs or other State of California licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to, mental health and board and care services at a residential placement. If a license is not available through an appropriate State of California licensing agency, a certificate of registration with the appropriate professional organization at the national or State of California level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. "Parent" means:
- i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (b)(2),
 - iii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
 - iv. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
 - v. a surrogate parent.

Parent does not include the state or any political subdivision of government or a NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code §56028.)

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which an LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Contract. Notices to CONTRACTOR shall be addressed as indicated on the signature page of this Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by State and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Contract. For purposes of this Contract, "records" shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (Parent/doctor notes, telephone logs, and related documents) if CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; transcripts; grade and progress reports; behavioral data; IEP/IFSPs; assessment reports; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;

records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; business licenses held; by-laws; lists of current board of directors/trustees, if incorporated; all budgetary information, including operating budgets; statements of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/State payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the LEA student's records by: (a) the LEA student's Parent; (b) an individual to whom written consent has been executed by the LEA student's Parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to LEA student records. For purposes of this Section, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the LEA student's Parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with Parent requests for copies of LEA student records, as required by State of California and federal laws and regulations. CONTRACTOR agrees, in the event of NPS/A closure, to forward all LEA student records held by CONTRACTOR within ten (10) business days to LEA. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This Contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify LEA of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute, guideline, or regulation upon which the modifications or changes are based.

14. TERMINATION

This Contract or ISA may be terminated for cause. Cause shall include but not be limited to non-maintenance of current NPS/A certification, failure of either LEA or CONTRACTOR to maintain the

standards required under the Contract and/or ISA, or other material breach of this Contract by CONTRACTOR or LEA. For purposes of NPS placement, the cause shall not be the availability of a public class initiated during the period of the Contract unless the Parent agrees to the transfer of the LEA student to the public school program at an IEP team meeting. To terminate the Contract or ISA, either party shall give no less than twenty (20) days prior written notice to the other party. (California Education Code §56366(a)(4).) If this Contract is terminated with twenty (20) days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract on the date of termination.

Notwithstanding the foregoing, this Contract or ISA may be terminated immediately, without twenty (20) days prior notice and at LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's NPS/A certification. If this Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract within five (5) business days of termination. Notwithstanding the foregoing regarding termination of an ISA, CONTRACTOR is bound by the "stay put" provisions described in Section 6 of this Contract.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR's sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Contract or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. Injury
- \$4,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

CONTRACTOR's general liability policy shall be primary and shall not seek contribution from LEA's coverage, and be endorsed using Insurance Services Office form CG 20 10 or CG 20 26 (or equivalent) to provide that LEA and its officers, officials, employees, and agents shall be additional insureds under such policies.

- B. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a limit of two million dollars (\$2,000,000) per accident.

If no owned automobiles, then only hired and non-owned is required. If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect CONTRACTOR from claims that may arise from its operations pursuant to the California Workers' Compensation Insurance and Safety Act and in accordance with applicable State and federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

D. Sexual Abuse and Molestation Insurance

CONTRACTOR shall provide Sexual Abuse and Molestation coverage in the minimum amount of three million dollars (\$3,000,000) per occurrence.

E. Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance

CONTRACTOR shall maintain professional liability insurance that insures against professional errors and omissions that may be made in performing the Services to be rendered in connection with this Contract, in the minimum amount of two million dollars (\$2,000,000) per claim and in the aggregate. Any policy inception date, continuity date, or retroactive date must be before the effective date of this Contract, and CONTRACTOR agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this Contract.

F. For all Insurance Coverage in Part I:

- 1) Each insurance policy required by the Contract shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced in limits except after thirty (30) days' prior written notice has been given to LEA, except that ten (10) days' prior written notice shall apply in the event of cancellation for nonpayment of premium.
- 2) All self-insured retentions over \$100,000 must be declared and approved by LEA.
- 3) Evidence of Insurance – Prior to commencement of serving LEA students pursuant to this Contract, CONTRACTOR shall furnish LEA with certificates, additional insured endorsements, and waivers of subrogation evidencing compliance with the insurance requirements above. CONTRACTOR must agree to provide complete, certified copies of all required insurance policies if requested by LEA.
- 4) Acceptability of Insurers – Insurance shall be placed with insurers admitted in the State of California and with an AM Best rating of A-, VII, or higher.

G. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is a NPS affiliated with a residential treatment center ("NPS/RTC"), the following insurance policies are required:

A. Commercial General Liability including both bodily injury and property damage, with limits of at least:

\$3,000,000 per Occurrence

\$6,000,000 in General Aggregate.

The policy shall be endorsed to name LEA and LEA's Board of Education as named additional insureds and shall provide specifically that any insurance carried by LEA which may be applicable to any claims or loss shall be deemed excess and NPS/RTC's insurance primary

despite any conflicting provisions in the NPS/RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the NPS/RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Coverage** with limits of \$1,000,000 Combined Single Limit per Occurrence if the NPS/RTC does not operate a student bus service. If the NPS/RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the NPS/RTC to cover all employees who process or otherwise have responsibility for NPS/RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice Coverage** with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to CONTRACTOR. LEA shall have the right in its sole discretion to select counsel of its choice to provide the defense at the sole cost of CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that determination.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Contract in all subcontracts, to the fullest extent possible. Furthermore, when CONTRACTOR is developing subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Contract during the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor shall furnish LEA with original endorsements and certificates of insurance effecting coverage required by Section 15 of this Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by LEA. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Contract. All Certificates of Insurance must reference the LEA contract number, name of the NPS/A submitting the certificate, designation of NPS or NPA, and the location of the NPS/A submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports,

and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a Parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for an LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the LEA student without prior written authorization by LEA. This section shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's NPS/A) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the LEA student for whom the IEE is requested. Likewise, LEA may not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands California Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred sixty-five (365) days prior to executing this Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request Parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute good cause for termination of this Contract by LEA.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by federal or State law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each LEA student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If an LEA student's services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA, in writing, if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of an LEA student's enrollment under the terms of this Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in an LEA student's IEP and ISA. Such equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

CONTRACTOR may charge an LEA student's Parent(s) for services and/or activities not necessary for the student to receive a FAPE after: (a) written notification to the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning Parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a FAPE shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless the LEA, CONTRACTOR, and Parent agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by LEA; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to State and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Contract.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certifications, and shall be provided as specified in the student's IEP and ISA. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Contract. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP

team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a Parent or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the Parent to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Contract. CONTRACTOR shall immediately notify LEA in writing if no Parent, guardian or adult caregiver is present.

CONTRACTORS providing Behavior Intervention Services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. CONTRACTORS providing Behavior Intervention Services must have a trained behaviorist or trained equivalent on staff who is qualified and responsible for the design, planning, and implementation of behavioral interventions as the law requires. (Cal. Code Regs., tit. 5, § 3051.23; Ed. Code § 56366.10(e).) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that California Education Code prescribes for LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS CONTRACTOR is unable to fill a vacant teaching position responsible for direct instruction to LEA students, and the vacancy has a direct impact on the CDE Certification of that school, CONTRACTOR shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. CONTRACTOR and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA CONTRACTOR.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

25. CALENDARS

When CONTRACTOR is a NPS:

CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each LEA student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for its regular school year and/or extended school year, the approved number of days shall become the total billable days for CONTRACTOR. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by the LEA student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the student's IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the student's IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to by LEA and CONTRACTOR, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. As of the execution of this Contract, those holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Juneteenth and Independence Day. With the prior written approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a NPA:

CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise in writing before delivery of any NPA services. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any services provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. In the event of school closures due to emergency, payment will follow the procedures in accordance with Section 62 of this Contract.

26. DATA REPORTING

CONTRACTOR shall agree to provide to LEA all data related to LEA student information and billing information. CONTRACTOR shall provide data related to all sections of this Contract, including student discipline as noted below, when requested by LEA and in the format required by LEA. It is understood that CONTRACTOR shall utilize LEA-approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to in writing by LEA. Additional progress reporting may be required by the LEA. LEA shall provide CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915. (Ed. Code § 49006.)

LEA shall provide CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA Procedures that support Least Restrictive Environment (“LRE”) options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team’s recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California (“ELPAC”), and Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the LEA student, and mandated by LEA pursuant to LEA, State of California, and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR’S qualified staff.

CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA-mandated meetings when legal mandates and/or LEA Procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support (“MTSS”) to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports (“BERs”). CONTRACTOR shall inform each of its employees about the policy, provide each employee a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. Training shall include certification by an approved LEA crisis intervention program. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. (Ed. Code 56366.10(f).) The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain accurate written records documenting all training completed by all of CONTRACTOR’s employees. Evidence of all trainings shall be submitted to LEA at least annually at the beginning of the school year, and within five (5) business days of completion of training or any new hire upon LEA request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to a LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency. Consistent with Section 44 of this Contract, LEA may observe and/or audit CONTRACTOR’s implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

CONTRACTOR shall complete a BER when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. The use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. Emergencies *require* a BER form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the BER, determine if there is a necessity for a functional behavioral assessment ("FBA"), and to determine an interim plan, or both. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed behavior intervention is ineffective, that may require an IEP team meeting.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the Parent when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

BEHAVIOR INTERVENTION REPORTING: Twice annually, CONTRACTOR shall certify to LEA that (a) CONTRACTOR has reviewed the BERs for each LEA student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each LEA student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to LEA students or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior; and (d) BERs have been properly completed and timely forwarded to LEA as required by this Contract.

CONTRACTOR's failure to comply with any of the requirements of Section 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Contract by LEA.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with State of California and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

When CONTRACTOR seeks to remove a LEA student from the student's current educational placement for disciplinary reasons, CONTRACTOR shall immediately (within 24 hours) submit a written discipline report to LEA. Written discipline reports shall include, but not be limited to: the student's name, grade, race, ethnicity, and gender; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day after the decision is made to suspend the student for more than ten (10) school days or recommend expulsion of the

student. LEA shall notify and invite CONTRACTOR representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each LEA student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the LEA student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the LEA student may be transitioned to a public school setting. (California Education Code sections 56366(a)(2)(B)(i) and (ii) and California Education Code section 56345(b)(4).)

If an LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the student's IEP team. Except as otherwise provided in the Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Contract, the Parent, CONTRACTOR, or LEA may request a review of the LEA student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, CONTRACTOR, LEA, and Parent in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to CONTRACTOR, LEA, and Parent.

288 Duffin Avenue S CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation regarding the student's progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA Procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Contract.

It is understood that CONTRACTOR shall utilize the LEA approved electronic IEP system for all IEP planning and progress reporting at LEA's discretion. LEA may provide training for any CONTRACTOR to ensure access to the approved system. CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a LEA student disenrolls from the NPS/A, the CONTRACTOR shall discontinue use of the approved system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Contract, may only be made on the basis of revisions to the student's IEP. In the event that CONTRACTOR believes a LEA student requires a change of placement, CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. A LEA student is entitled to remain in the last agreed upon and implemented placement unless Parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415(k)(4) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's Parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 U.S.C. sections 1414-1482 and 34 C.F.R. sections 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). LEA shall annually notify CONTRACTOR who LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by LEA any time after the completion of the student's second year of high school, CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation includes CONTRACTOR's staff being made available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other State and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to Parent complaints. These procedures shall include annually notifying and providing Parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8(a), (d) and 106.9(a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately (within 24 hours) notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to Parents, with a concurrent copy sent to LEA, at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's Parent quarterly.

CONTRACTOR shall also provide LEA representatives access to supporting documentation used to determine progress on any goal or objective, transition plans, and behavior intervention plans, including but not limited to log sheets, chart notes, observation notes, data sheets, pre-/post-tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. LEA may request such data at any time within five (5) years of the date of service. CONTRACTOR shall maintain such information for at least five (5) years and shall provide this data supporting progress to LEA within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the LEA student at least ten (10) days prior to the student's IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by State and federal laws and regulations and pursuant to LEA Procedures, and/or LEA practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team at least five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation, such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting, and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to LEA students as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge a LEA student's Parent(s) or LEA for the provision of progress reports, report cards, and/or any evaluations conducted in order to obtain present levels of performance, interviews, and/or attendance at any meetings. It is understood that all billable hours are limited to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the student's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit such transcripts on LEA-approved forms to the LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA, the names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify Parents in writing of their obligation to notify CONTRACTOR of an LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to Parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA in writing of the LEA student's change of residence as specified in LEA Procedures.

If CONTRACTOR had knowledge or should reasonably have had knowledge of an LEA student's change of residence and CONTRACTOR fails to follow the procedures specified in this section, LEA shall not be responsible for the costs of services delivered following the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM NPS/A

CONTRACTOR shall immediately report to LEA via telephone and electronically (within 24 hours) and in writing to LEA within five (5) business days when a LEA student is withdrawn from school and/or services without prior notice. This includes but is not limited to a LEA student's change of residence to a residence outside of LEA boundaries, and LEA student's discharge against professional advice from a NPS and/or residential treatment center ("RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a Parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that Parents obtain prior written authorization for therapeutic visits from CONTRACTOR and LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all Parent travel and

accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through LEA consistent with LEA Procedures.

CONTRACTOR providing services in a LEA student's home as specified in the IEP shall ensure that at least one Parent of the child, or an adult caregiver with the Parent's written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the Parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. CONTRACTOR shall ensure that the Parent informs the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with CONTRACTOR.

CONTRACTOR shall notify LEA in writing immediately (within 24 hours) of all problems and/or concerns reported to Parents, both verbal and written.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines and LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and Parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the LEA student's Parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

When CONTRACTOR is a NPS, LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which LEA has a student attending and with which it maintains a master

contract. The monitoring visit shall include, but is not limited to, a review of services provided to the student through the ISA between LEA and the NPS, a review of progress the student is making toward the goals set forth in the student's IEP, a review of progress the student is making toward the goals set forth in the student's BIP, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a student if LEA does not have any students enrolled at the NPS at the time of placement. (Ed. Code § 56366.1.)

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each LEA student's instructional program. LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress held by CONTRACTOR. LEA's access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR and LEA shall be invited to participate in the review of each LEA student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b). LEA may also conduct its own onsite review of a NPS using LEA's Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) Superintendent shall conduct an onsite review in year two; and (3) Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant State and federal regulations, and Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment to LEA and CDE. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

If CONTRACTOR is a NPA:

When CONTRACTOR is an NPA, all employees, volunteers, and subcontractors of CONTRACTOR who will or are likely to interact with LEA students shall obtain clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information and notwithstanding the express provisions of California Education Code sections 44237, 45125.1, and 56366.1, CONTRACTOR shall require all employees, volunteers, and

subcontractors to submit fingerprints through LEA's Live Scan system, regardless of whether CONTRACTOR requires its employees and volunteers to submit fingerprints for background checks in accordance with its own procedures. In addition, CONTRACTOR shall require all employees, volunteers, and subcontractors who will interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee to enroll in LEA's subsequent arrest notification service as required by California Penal Code section 11105.2.

No employees, volunteers, or subcontractors of CONTRACTOR who have been convicted of a violent or serious felony, as those terms are defined in California Education Code Section 44237 subdivision (h) shall interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee, unless despite the employee's, volunteer's, or subcontractor's conviction of a violent or serious felony, they have met the criteria to be eligible for employment pursuant to California Education Code section 44237 subdivisions (i) or (j). CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not interact with LEA students unless and until CDOJ and DBI clearances are ascertained through LEA's Live Scan system.

If CONTRACTOR is a NPS or RTC:

When CONTRACTOR is an NPS or RTC, CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. In addition, if CONTRACTOR is located outside of California, then the CONTRACTOR shall also obtain clearance from its state's department of justice. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with LEA students until CDOJ, it's state's DOJ, and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. CONTRACTOR shall certify to LEA that CONTRACTOR'S employees, volunteers, and subcontractors have successful background checks and CONTRACTOR enrolled in subsequent arrest notification service for all employees, volunteers, and subcontractors who may come into contact with LEA students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, employee, volunteer, and subcontractor of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each

profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code §56366.1(a)(5)) CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a LEA student shall be certified or licensed by that state where it is located to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the Sacramento County Superintendent of Schools. CONTRACTOR shall comply with the requirements of Section 44 (Clearance Requirements) and provide LEA with verified dates of Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any LEA student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes

occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Contract.

CONTRACTOR'S failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or and shall be good cause for termination of this Contract by LEA.

CONTRACTOR shall identify to LEA any employee (or CONTRACTOR, if CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the employee and LEA the actual amounts paid to the individual for services rendered under this Contract, with LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation, including but not limited to Education Code section 22461.

~~47. STAFF ABSENCE~~

When CONTRACTOR is a NPS and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a LEA student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA Procedures and school campus-specific policies and procedures regarding visitors to/on school campuses. Such LEA Procedures shall be made available to the CONTRACTOR upon request. It is understood that the LEA public school credentialed classroom teacher is responsible for the instructional program, and all NPA service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause for LEA to terminate this Contract.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one Parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the Parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to Parents, in either verbal or written form, shall also be immediately (within 24 hours) reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, State, and local, and laws, regulations, ordinances, policies, and procedures, and LEA Procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, 49406, and Health and Safety Code section 121545(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a LEA student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030 *et seq.* and Cal/OSHA's Blood-Borne Pathogens Standards, Title 8 of the California Code of Regulations section 5193, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

See also the Health and Safety Addendum to Master Contract 2023-2024 in Exhibit C.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, State, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. During the duration of this Contract, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, State, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Contract by LEA.

In signing this Contract, CONTRACTOR certifies that its facilities either comply with federal and State of California and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a LEA student who is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's Parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's Parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and Parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to and as specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and Education Code 44691. In addition, CONTRACTOR is to read and become familiar with the LEA's Mandated Child Abuse and Neglect Reporting Policies (BP 5141.4 and AR 5141.4.). To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement from CONTRACTOR acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA before execution of this Contract and upon subsequent request from LEA.

In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify LEA's Legal Compliance Department ("Legal Compliance") of the report. CONTRACTOR is to cooperate with any investigation conducted by LEA in connection with such report.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and State law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all of its staff members, including volunteers, independent contractors and subcontractors, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 *et seq.* A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA by CONTRACTOR before execution of this Contract and in response to subsequent requests by LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the NPS/A has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA Procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA which are provided on billable days of attendance. All payments to CONTRACTOR by LEA shall be made in accordance with the terms and conditions of this Contract and in compliance with LEA Procedures, and governed by all applicable federal and State of California laws.

If CONTRACTOR is a NPS, CONTRACTOR shall ensure that the NPS's enrollment procedures include verification of required immunizations (including but not limited to the adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade).

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on a LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: type of service provided; month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service and the individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/A administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up sessions consistent with this Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name of each LEA student for whom the service was provided.

In the event services were not provided, each invoice shall include the rationale for why the services were not provided.

Such an invoice is subject to all conditions of this Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366.5(a); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15 of this Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable LEA student for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding

payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the LEA's Authorized Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Pursuant to the provisions of Education Code section 56366(c)(2), the LEA or CONTRACTOR may appeal to the Sacramento County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract to negotiate the contract. Within thirty (30) days of receipt of this appeal, the Sacramento County Superintendent of Schools or a designee, shall mediate the formulation of a contract, which shall be binding on both parties. Alternatively, the parties may agree to retain the services of a mutually agreed upon mediator to negotiate the contract. Both parties agree to pay for their own costs and expenses arising out of any such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL (NPS) STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision

of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in a LEA student’s IEP.

NONPUBLIC SCHOOL (NPS) STUDENT ABSENCE

If CONTRACTOR is a NPS, no later than the tenth (10th) cumulative day of a LEA student’s unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student’s attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student’s attendance does not qualify for Average Daily Attendance (“ADA”) reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY (NPA) STAFF ABSENCE

When CONTRACTOR is a NPA and CONTRACTOR’s service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR’s service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not “bank” or “carry over” make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY (NPA) STUDENT ABSENCE

If CONTRACTOR is a NPA, it shall notify LEA of the absence of a LEA student no later than the fifth (5th) consecutive service day of the student’s absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency for the reasons set forth in Education Code section 41422 and serves LEA students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether LEA is open or closed.
- b. If CONTRACTOR is closed during an emergency for the reasons set forth in Education Code section 41422, if LEA is able to obtain alternative placement for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR's NPS closure. If LEA is unable to obtain an alternative placement for the LEA student, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in regular attendance, until an alternative placement can be found, so long as CONTRACTOR complies with Section 60(d), below.
- c. If both LEA and CONTRACTOR are closed during an emergency for the reasons set forth in Education Code section 41422, on days LEA is funded, CONTRACTOR shall receive payment consistent with the LEA student's ISA, until an alternative placement for the LEA student can be found so long as CONTRACTOR complies with Section 60(d), below. If LEA is able to obtain an alternative placement

for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S NPS closure.

- d. CONTRACTOR shall, in the case of school closures during an emergency for the reasons set forth in Education Code section 41422, implement the LEA student's IEP in accordance with Education Code 56345(a)(9) pertaining to emergency conditions and continue implementing ISAs for enrolled students. CONTRACTOR shall ensure its students have reliable internet accessibility as well as the physical technology (i.e. Chromebooks, i-Pad, hot-spots etc.) as required to access and participate.
- e. In the event of CONTRACTOR'S closure during an emergency, LEA reserves the right to withhold payment to CONTRACTOR for instruction and services not rendered pursuant to an LEA student's ISA, consistent with Section 59.

When the emergency school closure is lifted, CONTRACTOR shall notify LEA of any lost instructional minutes for any LEA student. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Contract.

CONTRACTOR shall provide access to LEA to all records including, but not limited to those documents identified in Section 9 of this Contract. CONTRACTOR shall also make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR (to be specified by LEA) at all reasonable times and without charge. CONTRACTOR shall provide all records to LEA within five (5) working days of a written request. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format. Such access shall also include unannounced inspections by LEA.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached Rate Schedule (Exhibit A) limits the number of LEA students that may be enrolled and maximum dollar amount of the Contract. It may also limit the maximum number of LEA students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full

instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and federal law, and the codes and charges for such educational and/or related services during the term of this Contract, shall be as stated in Exhibit A.

When CONTRACTOR is a NPS associated with a RTC (“NPS/RTC”), Educationally Related Mental Health Services (“ERMHS”) are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB (“ERMHS + Room and Board”). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per LEA student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature. Any NPS or RTC requesting a change in rate for any services provided during a subsequent contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the LEA's Quality On-Site NPS Review Rubric.

63. DEBARMENT CERTIFICATION

By signing this Contract, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any federal agency, and
- (b) CONTRACTOR and any of its shareholders, partners, or executive officers have not, within a three-year period preceding this Contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, any state or local government contract or subcontract; violation of federal or any state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The Parties hereto have executed this Contract by and through their duly authorized agents or representatives. This Contract is effective on the 1st day of July, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

Every Special Child LLC
Nonpublic School/Agency

By: Huma Thekedar 9/8/2023
Signature Date
Huma Thekedar, President
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:
Huma Thekedar, President
Name and Title

Every Special Child LLC
Nonpublic School/Agency/Related Service Provider

288 Durham Avenue
Address
Metuchen NJ 08840
City State Zip
(323) 476-1762 (323) 302-4413
Phone Fax
z.ali@everyspecialchild.com
Email* (*Required)

LEA

Galt Joint Union Elementary School District

By: _____
Signature Date
By: Kuljeet Nijjar, Director of Educational Services
Name and Title of Authorized Representative

Notices to LEA shall be addressed to:
Kuljeet Nijjar, Director of Educational Services
Name and Title

Galt Joint Union Elementary School District
LEA

1018 C Street, Suite 210
Address
Galt California 95632
City State Zip
209-744-4545 x.303 209-744-4554
Phone Fax
knijjar@galt.k12.ca.us
Email

Additional LEA Notification
(Required if Completed)

Stephanie Gutierrez, Program Specialist
Name and Title
Galt Joint Union Elementary School District
LEA
1018 C Street, Suite 210
Address
Galt California 95632
City State
209-744-4545 x.339 Zip 209-744-4554
Phone Fax
sgutierrez@galt.k12.ca.us
Email

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate:

- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:

- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
208-211 Individual Services (390)	_____	_____
<u>Language and Speech (415)</u>	<u>\$95-\$110</u>	<u>Per hour</u>
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	<u>\$85-\$95</u>	<u>Per hour</u>
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	<u>\$85-\$95</u>	<u>Per hour</u>
<u>Physical Therapy (460)</u>	<u>\$80-\$90</u>	<u>Per hour</u>
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	<u>\$80-\$90</u>	<u>Per hour</u>
<u>Psychological Services (530)</u>	<u>\$100-120</u>	<u>Per hour</u>
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Transportation		
Other (900) Special Education Teacher	\$85-\$95	Per hour

EXHIBIT B: 2023-2024 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2023 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone () _____ () _____
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515)							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS\$ _____

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting Requirements: _____ Quarterly _____ Monthly _____ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

Every Special Child LLC

(Name of Nonpublic School/Agency)

(Name of LEA/SELPA)

(Signature)

(Date)

(Signature)

(Date)

Huma Thekedar, President

(Name and Title)

(Name of Superintendent or Authorized Designee)



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.467 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Lois Yount	Action Item: XX Information Item:
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.468 Board Consideration of Approval of 2023-24 Comprehensive School Safety Plan for Fairsite Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and Robert L. McCaffrey Middle School
Presenter: Kuljeet Nijjar	Action Item: XX Information Item:

Board Policy 0450 and Education Code 32280–32289.5 provide the district and schools with the direction to develop comprehensive school safety plans under the California Department of Education guidelines. To be compliant, all required sections must be addressed in each school’s Safety Plan.

School Safety Plans are developed in consultation with each school's School Site Council and with local police and fire agencies.

Each school must have the Comprehensive School Safety Plan with all non-sensitive safety-related plans and materials available for the public when requested.

Additional disaster procedures, routine and emergency crisis response plans and procedures for safety drills (such as fire and active shooter conditions) are confidential and not included for public review for security purposes. These procedure documents are maintained at the sites.

Additional Information:

1. The Galt Police Department consults with school sites on their emergency drills each year.
2. Updated safety/emergency procedures are reviewed with site administrators in August of each year.
3. Site administrators annually review safety/emergency procedures with staff at the beginning of each year.
4. School Site Fire Inspections are completed annually.



Comprehensive School Safety Plan

2023-2024 School Year

School: Fairsite Elementary School
CDS Code: 34 67348 0141325
District: Galt Joint Union ESD
Address: 902 Caroline Avenue
 Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update:
Date of Review:
 - with Staff
 - with Law Enforcement 1-25-2024
 - with Fire Authority 1-25-2024

Approved by:

Name	Title	Signature	Date
Mireya Barocio	Secretary II	<i>Mireya Barocio</i>	2/14/24
Ana Castillo	Bilingual Office Assistant	<i>Ana Castillo</i>	2/14/24
Lori Burkett	Health Assistant	<i>Lori Burkett</i>	2/14/24
Veronica Valdovinos	Preschool Director	<i>Veronica Valdovinos</i>	2/14/24
Monica Garcia	Bilingual Community Outreach Coordinator	<i>Monica Garcia</i>	2/14/24

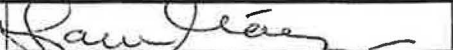
Name	Title	Signature	Date
Laura Marquez	Principal		2/14/24

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	8
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	12
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	14
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	14
(E) Sexual Harassment Policies (EC 212.6 [b]).....	15
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	18
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	19
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	20
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	21
(K) Hate Crime Reporting Procedures and Policies	21
(J) Procedures to Prepare for Active Shooters.....	22
Procedures for Preventing Acts of Bullying and Cyber-bullying	22
Opioid Prevention and Life-Saving Response Procedures	23
Safety Plan Appendices.....	26
Emergency Contact Numbers	26
Fairsite Elementary School Incident Command System	27
Incident Command Team Responsibilities.....	28
Emergency Response Guidelines	29
Step One: Identify the Type of Emergency	29
Step Two: Identify the Level of Emergency	29
Step Three: Determine the Immediate Response Action	29
Step Four: Communicate the Appropriate Response Action	29
Armed Assault on Campus	30
Biological or Chemical Release.....	30
Bomb Threat/ Threat Of violence	30

Earthquake..... 32

Explosion or Risk Of Explosion 33

Flooding 34

Heat Illness Prevention 35

Loss or Failure Of Utilities 36

Pandemic 36

Tactical Responses to Criminal Incidents 38

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.

A copy of the Comprehensive School Safety Plan is available for review at Fairsite Elementary School, 902 Caroline Avenue, Galt, CA 95632.

Safety Plan Vision

The Comprehensive School Safety Plan vision for Fairsite Elementary and Early Learning Center is to increase the sense of community at our school. A safe community school is a place where learning can occur in a welcoming environment for all.

Components of the Comprehensive School Safety Plan (EC 32281)

Fairsite Elementary School Safety Committee

Laura Marquez, Mireya Barocio, Ana Castillo, Lori Burkett, Veronica Valdovinos, Monica Garcia

Assessment of School Safety

Fairsite reopened as an elementary school in August of 2022. The school houses all of the District's transitional kindergarten students as well as a preschool program, home visiting program, parent and child playgroups, First 5 School Readiness Center, and migrant education services.

Student safety is a priority at Fairsite Elementary and Early Learning Center. All gates remain locked throughout the school day. Two of five gates are opened no more than 15 minutes before drop off and pick up. Since the school office is located in the center of the school, visitors are required to enter the campus through gate 4 at the side of the school. They must be buzzed in by office staff. All visitors are required to check in at the office and wear a visitor badge while on campus. School employees are required to wear picture identification. Since parents are required to walk their child(ren) to class, they are on campus before school to monitor student safety while they wait for the teacher to open the classroom door.

There is no suspension or expulsion data to report for 2022-2023

2022-2023 CalSCHLS Parent Survey

Average percent of respondents reporting "Strongly Agree"

Parental Involvement:

- 64% Promotion of parental involvement
- 49% Parental involvement in school
- 64% School encourages me to be an active partner
- 46% School actively seeks the input of parents
- 63% Parents feel welcome to participate at this school

School Supports for Students:

- 73% Student learning environment
- 82% School is a safe place for my child
- 86% School motivates students to learn
- 79% School has adults who really care about students
- 68% Opportunities for meaningful student participation
- 70% Communication with parents about school
- 92% Teachers responsive to child's social and emotional needs
- 80% School provides parents with advice and resources to support my child's social and emotional needs

Fairness, Rule Clarity, and Respect for Diversity:

- 75% School enforces school rules equally
- 82% School treats all students with respect
- 68% School promotes respect of cultural beliefs/practices

Facilities:

- 54% School has clean and well-maintained facilities/properties

2022-2023 CalSCHLS Staff Survey:

Average percent of respondents reporting "Strongly Agree"

School Supports for Students:

- 45% Caring adult relationships
- 48% High expectations-adults in school
- 37% Student meaningful participation
- 46% Promotion of parental involvement
- 45% Student Learning Environment
- 5% Facilities upkeep
- 52% Support for social-emotional learning
- 30% Provides adequate counseling and support services
- 57% Antibullying climate

School Supports for Staff:

- 20% Staff working environments
- 20% Staff collegiality

School Safety

- 32% Is a safe place for staff
- 50% Is a safe place for students

Fairness, Rule Clarity, and Respect for Diversity

- 43% Fairness and rule clarity
- 46% Respect for diversity

Academic Motivation and Student Behavior

- 47% Students are motivated to complete schoolwork
- 35% Student readiness to learn

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

Fairsite School provides a variety of opportunities for students that promote a positive and engaging learning environment. These opportunities include: assemblies, family events during the day and in evenings, field trips, and an after school program. At the beginning of the year, parents attend an orientation meeting to get to know the teacher and campus, and receive important information. They are provided with a parent handbook that contains school procedures and other valuable information. Back to School Night is another opportunity for parents to learn about school procedures from school administration.

We take a school wide approach to providing a nurturing and safe learning environment. Second Step is a program designed to help students with their social-emotional and decision-making skills. The program has been implemented District-wide, including at the preschool and TK levels. Maintaining communication with parents and establishing positive relationships is important for the well-being of our children. Clear and consistent check out procedures is another important way that we maintain student safety.

The district takes great effort to ensure that Fairsite Elementary is clean, safe, and functional. To assist with this, the district provides a full time custodian and 2 part time custodians to clean and maintain the school on a regular basis. Site repairs and landscaping care are addressed through the District Maintenance and Operations Department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs. At the end of the 2022-2023 school year, renovations began on site. The campus exterior was painted, the interior of the office was painted, new restroom fixtures were installed, a new intercom system was installed, and general repairs and maintenance were made throughout the campus.

District guidelines when all administrators are off campus:

- Notify staff that administration will not be on campus.
- Notify staff who the Teacher In Charge (TIC) will be. When possible, the TIC should have an administrative credential.
- Staff should know the steps they would take to reach the TIC in an emergency or for a discipline issue.
- The TIC should have access to a master key and possibly a radio.
- The TIC should know site and office Lockdown Procedures.
- The office staff should know how to reach the TIC at all times.
- The TIC should know to call the district office for support, as needed.

District office and superintendent should know when all administrators are off campus.

Emergency Drills

Emergency drills are practiced monthly to ensure all staff and students know how to respond in case of an emergency. The Galt Police Department observes at least one lockdown drill during the school year to provide support and feedback.. Safety drills include fire, lockdown and earthquake.

Student Study Team (SST) Meetings

Student Study Team meetings are held when there are academic and/or behavioral concerns about a student. Families and staff meet to discuss the challenges, and to work together to develop and action plan to support the student. Follow up SSTs are also held as needed.

Second Step Conflict Resolution

Each classroom implements developmentally appropriate social-emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal-setting.

Parent Involvement and Family Engagement

Parental involvement and family engagement are increased by promoting events such as Back to School Night, Fall Carnival, family nights, fundraisers, field trips, and Open House. Parents are an integral part of the English Language Advisory Committee, Parent Advisory Committee, and School Site Council. They are encouraged to volunteer on campus and in classrooms. In addition, the School Readiness Center offers a wealth of resources for parents and caregivers. The center is staffed by a team of Bilingual Community Outreach Assistants (BCOAs) who are available to support any family within the District. The BCOAs assist with translating, interpreting at meetings, and attending school and district events.

Fairsite Expanded Learning

The after-school program is open to TK students. Students participate after their school day and have many opportunities for enrichment.

Acceleration Blocks

An extended day allows for additional learning time in an area(s) of need.

Campus Security

In order to strengthen our security efforts for safe schools across the district, these additional procedures are followed:

Classroom doors will be locked during the school day.

Students are supervised at all times in and out of the classroom.

Specific locations are designated for student drop off and pick up.

Security gates are locked or closed during school hours.

Protocols are in place to ensure the safety of students during emergency situations.

Security surveillance equipment is appropriately utilized.

Law enforcement participated in the review and update of campus security protocols.

School Resource Officer

The school resource officer assists in building a positive school culture by working closely with the school leadership team and making a positive impact on the school community while focusing on school safety. The four main duties are: one of a counselor by talking with students and staff and offering guidance and assistance; support on-campus Intervention, staff development and informational sessions for parents; linking students, parents and staff with resources and services; lastly, as a law enforcement professional when the case warrants tier three interventions. SRO student contacts are positive in nature and serve to connect the student with another caring adult on campus or to provide mentoring, guidance and connections to needed services.

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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)
Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Sacramento County Child Protective Services
(name of appropriate agency)

3331 Power Inn Road, Sacramento, CA 95826
(address)

916-875-5437
(phone number)

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

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

The selected person shall not participate in the interview.

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

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan (See Appendix C-F)

Galt Joint Union School District maintains an Emergency Binder at each school site with site specific evacuation maps, critical phone numbers and emergency procedures. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures; student and staff drills are conducted as listed below.

Earthquake Drill:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (Education Code 32282).

1. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.
2. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective Measures to be taken, before, during and after an earthquake:

Mitigation:

Assess existing or potential hazards on and off campus.
Identify non-structural hazards on campus

Preparedness:

Establish and Train in NIMS/SEMS and ICS
Conduct drills for students and staff in Drop/Cover/Hold
Conduct evacuation drills for students and staff
Coordinate, plan and train with law enforcement and fire
Acquire emergency equipment and supplies

Response:

Evacuate buildings and the school campus if necessary
Release students as needed
Initiate search and rescue efforts as needed
Handle triage medical aid, and mental health emergencies as needed.

Recovery and Reconstruction:

Assess building and campus safety and damage
Identify contacts for support as needed
Mobilize the Crisis Response Team as needed
Make plans to relocate classes and other academic business at an alternate site as needed.
Track costs to delineate expenditures
Debrief

Fire Drills:

Fire Drill EC sections 32001–32004. Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire alarm, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Lockdown and Shelter In-Place Drills:

Lockdown/Shelter In Place Drills are held once a trimester. Lockdown and Shelter-In-Place procedures were developed in collaboration with the Galt Police Department. The Galt Police Department participates in one drill per year to provide feedback.

Evacuation Procedures:

In the event that staff and students need to evacuate the school site, staff will follow the evacuation route to the designated evacuation site; and follow evacuation procedures for reunification with families. Please remember to take Emergency Folders with you.

Adaptations for Students with Disabilities

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

1. Are pregnant
2. Have broken bones or other temporary injury
3. Have PTSD
4. Diagnosed with Autism or other social / sensory conditions
5. Use specialized medical equipment – wheelchairs, crutches, braces, etc.
6. Are visually or hearing impaired
7. Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Public Agency Use of School Buildings for Emergency Shelters

Per Board Policy 3516, The Galt Joint Union Elementary School District shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282) All requests for the use of this facility will be forwarded to the facility dept. at (209) 209-744-4545 ext. 311 (district office)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

District Jurisdiction A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

1. Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
2. Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil's expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances: ? Causing serious physical injury to another person, except in self-defense.

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
3. Robbery or extortion.
4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.
5. That the student's presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board's finding:
6. That other means of correction are not feasible or have failed in the past
7. That the student's presence creates a continuing danger to the physical safety of the student or others

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

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.

2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Board Policy and Administrative Regulations: 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above
Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 304
knijjar@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

Dress and Grooming Board Policy and Administrative Regulations 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

Student safety is a priority at Fairsite Elementary and Early Learning Center. All gates remain locked throughout the school day. Two of five gates are opened no more than 15 minutes before drop off and pick up. Since the school office is located in the center of the school, visitors are required to enter the campus through gate 4 at the side of the school. They must be buzzed in by office staff. All visitors are required to check in at the office and wear a visitor badge while on campus. School employees are required to wear picture identification. Since parents are required to walk their child(ren) to class, they are on campus before school to monitor student safety while they wait for the teacher to open the classroom door.

Parking is available in front of the school, in the city parking lot across the street, and in the large parking lot at the back of the school. Entry/exit gates are located in each area.

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

The Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district website at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link, Walking Paths to Schools.

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

Opportunity for Improvement:

1. Strengthen social emotional learning.
2. School safety

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teach students skills to support their social emotional learning.	Implement Second Step Emotional Learning Program in all classroom.	Second Step Curriculum	Site Administration	Student behavior
Strengthen school safety	1. Inform all staff of gate opening/closing schedule. Work with custodians and office staff to ensure schedule is followed. 2. When visitors arrive at gate 4, office staff will ask "How can I help you?" instead of just buzzing visitors in without inquiring about their purpose.	Staff responsible for opening/closing gates. Office staff	Site Administration	Observation

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

Fairsite Elementary School Student Conduct Code

Behavior standards are included in the District's "Parent Information Guide" which is distributed to all families the first week of each school year. This information can also be accessed on our school website.

The information contained in the Guide reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The Guide describes attendance, truancy, citizenship, work habits, and appearance expectations as well as providing detailed information regarding school and District interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

Conduct Code Procedures

Our priority is to ensure the safety and well-being of children while also fostering positive interactions and relationships with others. Our approach focuses on social-emotional development, equipping children with the necessary skills to navigate social situations in a healthy and effective manner. Staff will use positive methods of guidance and re-direction to address and manage behaviors, children's actions, and thoughts towards more appropriate behavior. Our behavior rules are simple and child-centered, ensuring clear expectations for students. They include:

Students may not hit or otherwise endanger other students or staff.

Verbal threats and inappropriate language are not permitted.

Students are expected to follow directions given by the teachers and support staff.

We value the input and partnership of parents in creating behavior support plans when necessary. Each behavioral situation is handled individually, taking into consideration the unique circumstances and needs of the child involved. If ongoing behavior concerns arise, we may seek additional support from district support staff and schedule a Parent Conference and/or Student Success Team (SST) meeting to explore additional ways to ensure the well-being and success of the child.

We strictly adhere to policies that prohibit the use of corporal punishment or violations of personal rights, ensuring a safe and respectful learning environment for every child. Should there be a problem that has not been resolved at the school level, please contact our District Office at 744-4545 for further assistance. We value your partnership in ensuring the well-being and growth of each child in our care.

(K) Hate Crime Reporting Procedures and Policies

Per Board Policy 5145.9 Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law

Opioid Prevention and Life-Saving Response Procedures

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017).

In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

RECOGNIZE:

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

1. Respiratory depression evidenced by slow respirations or no breathing (apnea)
2. Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

1. Presenting symptoms
2. History
3. Report from bystanders
4. School nurse or staff prior knowledge of person
5. Nearby medications, illicit drugs or drug paraphernalia

RESPOND:

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.
5. Tilt their chin up to open the airway.
6. Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
7. If present. remove it.
8. If using mask, place and hold mask over mouth and nose.
9. If not using mask, pinch their nose with one hand and place your mouth over their mouth
10. Give 2 even, regular-sized breaths.
11. Blow enough air into their lungs to make their chest rise.
12. If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
13. If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose. Breathe again.
14. Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

1. Place person in recovery position (lying on their side).
2. Stay with the person until help arrives.
3. Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

REFER:

1. Have the individual transported to nearest medical facility, even if symptoms seem to get better.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations.

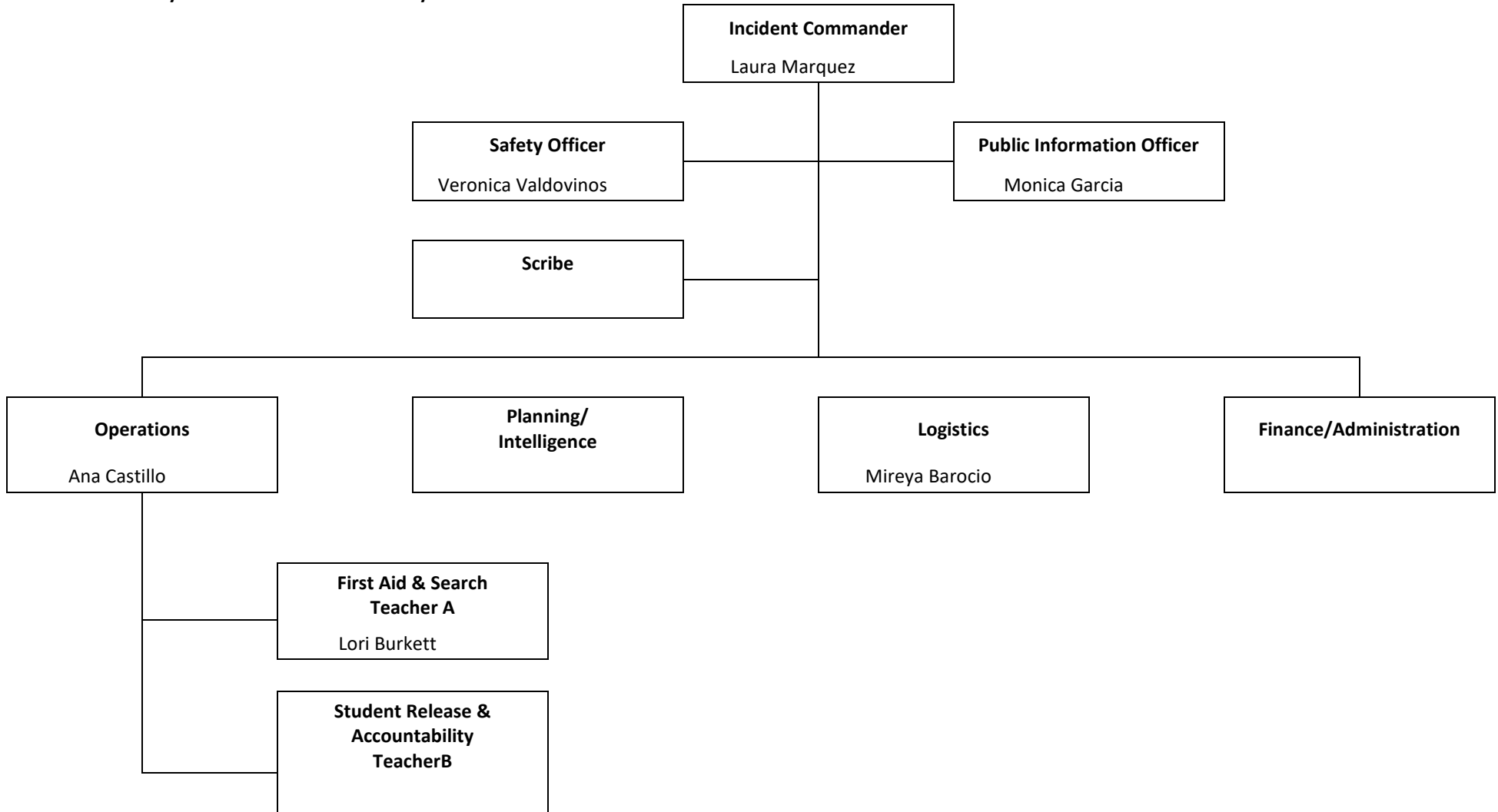
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	(916) 228-3035	
Law Enforcement/Fire/Paramedic	Galt Police Department	(209) 366-7000	
Law Enforcement/Fire/Paramedic	Ambulance Services	911	
Law Enforcement/Fire/Paramedic	Sacramento County Sheriff's Office	(916) 874-5115	
Emergency Services	Sacramento County Child Protective Services	(916) 875-5437	
Emergency Services	Sacramento County Public Health	(916) 558-1784	
Emergency Services	San Joaquin County Child Protective Services	(209) 468-1333	
Law Enforcement/Fire/Paramedic	San Joaquin County Sheriff's Department	(209) 468-4400	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	Sacramento Municipal Utility District (SMUD)	(888) 742-7683	

Fairsite Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a multistep process:

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine the immediate response action.
4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been identified for emergency situations at GJUESD.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that requires assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a great level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as Blackboard or Synergy.

The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Armed Assault on Campus

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Biological or Chemical Release

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside. Students who are outside should be taken inside as soon as possible –staff should follow Lockdown due to natural disaster, Shelter-in-Place procedures.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

1. Standard fire drill procedures may be followed
2. Ensure the evacuation location is safe and is uphill/upwind from any gasses, or fumes spreading from the spill.
3. If the evacuation area is unsafe, direct students and staff to an appropriate alternate location. If a chemical spill occurs onsite and is localized or contained such as in a science class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.
4. If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
5. If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.
6. Notify 9-1-1 of the chemical or hazardous material incident.
7. Advise of the type of spill/chemical if known
8. Advise of any known injured persons or persons suffering difficulty breathing
 - a. Provide immediate first aid to those in need
9. Follow all instructions given by the fire department
10. Identify a staff member to greet emergency response teams and direct to the impacted area.
11. The principal or designee will notify the district of the incident.

Bomb Threat/ Threat Of violence

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

1. Evaluate the threat:
 - a. The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
 - b. Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated to evacuate.
 - c. Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

1. Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
2. Initiate a safety alert or an action alert depending upon circumstances
 - a. Notify District personnel
 - b. If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
 - c. You may provide specific instructions via school email.
 - d. The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.

e. Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.

3. The decision to search a room, building or any other area is the responsibility of the site administrator, but should be made in conjunction with or recommendation from law enforcement or fire authorities.

- a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
- b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted
- c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
- d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
- e. Suspicious items should be reported to administration

4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.

- a. Staff and students should evacuate taking only their personal belongings
- b. Turning off site bell or intercom systems
- c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration
 - a. Do not share in the information with students unless specifically directed to do so by the administration
3. If advised to conduct a search of your work area / classroom
 - a. Conduct a visual search only
 - b. You may open cabinets / drawers, but do not disturb the contents
 - c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description
 - d. Do not touch or move the item, leave it in place
 - e. Evacuate the room
 - f. When all persons have exited, lock the doors to eliminate persons from entering
 - g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
 - a. An out of place backpack, without an apparent owner
 - b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.
 - c. An item constructed of PVC or metal pipes with sealed ends
 - d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
 - e. An item that appears to have unusual wires protruding
2. If directed by administration or law enforcement to evacuate an area
 - a. Instruct students to take their personal belonging and backpacks with them as they exit
 - b. When the last person has exited the room, lock the door
 - c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
 - d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence:

Procedures have been developed in collaboration with the Galt Police Department. Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Earthquake

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound
 - a. Do not evacuate your location until determined safe or advised to do so
 - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
 - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
 - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group

- a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

Administration:

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
 - a. If the site is safe, may advise to return to classrooms
 - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Flooding

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

Administration & Support Staff Actions:

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
 - a. National Oceanic and Atmospheric Administration - www.noaa.gov
 - b. Sacramento County Office of Emergency Services – <https://sacoes.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

Teachers And Other Staff Actions:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
 - a. Quickly exit the room
 - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
 - c. Do not cross any areas of puddled or moving water
 - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

Maintenance Staff Actions:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

Heat Illness Prevention

Air Quality & Extreme Heat

GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;
- limiting vigorous activity; and/or
- postponing or canceling events.

AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly. See attached:

Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index

level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Loss or Failure Of Utilities

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Pandemic

Responding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:

- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.
- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.
- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

Surveillance and Reporting:

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity report in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness report in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition:

The Centers for Disease Control and Prevention (CDC) defines an influenza-like illness as having the following symptoms:

- Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.
- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and will be updated.

Tactical Responses to Criminal Incidents

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Confidential Special Need / Assistance List

To remain compliant with privacy laws, lists of individuals with health concerns or those requiring assistance due to a functional disability should not be kept directly within the tactical plan. The site administrator or designee should keep this list in a secured location they can access in case of a critical emergency and/or evacuation. For the CSSP simple state where this information can be found if needed.

Student Name	Health Concern	Care Plan and Medication

Special Needs Students-Describe:

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Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff-Describe:

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

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RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO USE THIS CHART

STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to AirQuality.org.

STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

ACTIVITY	LEVEL 1 GOOD	LEVEL 2 MODERATE	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS	LEVEL 4 UNHEALTHY	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED ²	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ²
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

¹ Sensitive Individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

² To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.



Comprehensive School Safety Plan

2023-2024 School Year

School: Lake Canyon Elementary School
CDS Code: 34673480107946
District: Galt Joint Union Elementary School District
Address: 800 Lake Canyon Avenue
 Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update:
Date of Review:
 - with Staff 2-5-2024
 - with Law Enforcement 1-25-2024
 - with Fire Authority 1-25-2024

Approved by:

Name	Title	Signature	Date
Fred Sheldon	Teacher and SSC Chairperson		
Judi Hayes	Principal		

Address: 800 Lake Canyon Avenue
Galt, CA 95632

Date of Adoption: 2/21/2024


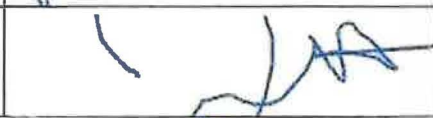
Date of Update:

Date of Review:

- with Staff 2-5-2024
- with Law Enforcement 1-25-2024
- with Fire Authority 1-25-2024

 2/5/24

Approved by:

Name	Title	Signature	Date
Fred Sheldon	Teacher and SSC Chairperson		2/5/24
Judi Hayes	Principal		2/5/24

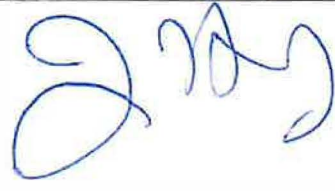


Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	10
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	12
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	13
(E) Sexual Harassment Policies (EC 212.6 [b]).....	13
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	17
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	18
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	19
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	20
(K) Hate Crime Reporting Procedures and Policies	21
(J) Procedures to Prepare for Active Shooters.....	22
Procedures for Preventing Acts of Bullying and Cyber-bullying	22
Opioid Prevention and Life-Saving Response Procedures	23
Safety Plan Appendices.....	26
Emergency Contact Numbers	26
Safety Plan Review, Evaluation and Amendment Procedures	27
Lake Canyon Elementary School Incident Command System	28
Incident Command Team Responsibilities.....	29
Emergency Response Guidelines	30
Step One: Identify the Type of Emergency	30
Step Two: Identify the Level of Emergency	30
Step Three: Determine the Immediate Response Action	30
Step Four: Communicate the Appropriate Response Action	30
Armed Assault on Campus	30
Biological or Chemical Release.....	31

Bomb Threat/ Threat Of violence 31

Earthquake 33

Explosion or Risk Of Explosion 34

Flooding 35

Heat Illness Prevention 35

Loss or Failure Of Utilities 37

Pandemic 37

Tactical Responses to Criminal Incidents 39

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.

A copy of the Comprehensive School Safety Plan is available for review at Lake Canyon Elementary School office attn: Principal 800 Lake Canyon Ave. Galt, CA 95632.

Safety Plan Vision

The vision of Lake Canyon Elementary which is supported by our attention to safety is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience built upon access to unique and varied opportunities, especially for our students who normally would not have access to these opportunities because of their socio-economic, limited English language, or disability status.

Components of the Comprehensive School Safety Plan (EC 32281)

Lake Canyon Elementary School Safety Committee

Judi Hayes- Principal
Laura Papineau- Asst Principal
Jane Kinner- School Social Worker
Jesse Garcia- Custodian
Fred Sheldon- teacher rep
Alicia Lopez- EL teacher rep
Alejandra Valencia- Admin support
Julie Jennings- parent
Julie Martinez Wytch- parent

Assessment of School Safety

Safety is always a top priority at Lake Canyon Elementary. Our staff continually emphasizes keeping students safe at school through strict behavior standards, limited access to the campus through one entrance/exit, services from a school resource officer, campus supervisors, and activities that keep students participating in school.

The crime rate at Lake Canyon Elementary continues to be low. Due largely to strong community support, the commitment to safety of our staff, and our many community partnerships.

New web based surveillance cameras have been installed and are in excellent working condition. The Administrators collaborate with the Galt Police Department on a regular basis to discuss any crime issues facing our school.

Campus Security

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus supervisors, security personnel, security equipment (e.g., communication systems, surveillance cameras and other detection devices, etc.) are appropriately utilized. Mental health professionals, as well as law enforcement professionals, have been consulted in the ongoing review and update of campus security.

An ongoing assessment of school safety is made by reviewing data including the current suspension and expulsion rate, CA Healthy Kids Survey results, and the CA FIT facility report.

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

Supervision of students is extremely important to us at Lake Canyon Elementary. We employ seven part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid, positive discipline and “bully proofing”. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. They also receive ongoing training and workshops throughout the school year.

We discourage students from arriving at school before 7:30 a.m. due to lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason. The principal contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries for student play areas. Gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. We strictly adhere to Megan’s Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Safety Drills are practiced regularly at Lake Canyon Elementary, so that all students and staff know how to respond should there be an emergency.

Buses load/unload in a separate parking lot from the student pick-up/drop-off zone. Adult crossing guards are responsible for the crosswalks at Lake Canyon Avenue and Beaver Parkway, a busy intersection. Yard Supervisors also monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces or wait in the parent pick up lane for children. Signage directs parents to the correct drop off and pick up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait behind the orange sidewalk lines until children are dismissed by the teacher. Parents are welcomed to visit classrooms after all children have been walked to the waiting area.

Clear school rules, and fair, consistent consequences also contribute to our overall safe and positive environment. These rules, as well as other information such as how parents can help their children succeed in school are communicated to parents regularly via school and classroom newsletters, flyers, events and assemblies. Lake Canyon utilizes a restorative justice approach to behavior incidents on campus. In addition, Lake Canyon implements listening circles and weekly staff and student gatherings through our House System.

Lake Canyon implements an extensive after school club offering each trimester which includes over twenty interest based clubs. This strong offering supports a positive school climate and culture.

Lake Canyon employs a full-time school social worker to support the social-emotional readiness and engagement of our students. Lake Canyon partners with the Sacramento County Office of Education to provide access to a site-based mental health clinician.

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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Sacramento County Child Protective Services
(name of appropriate agency)

3331 Power Inn Road, Sacramento, CA 95826
(address)

916-875-5437
(phone number)

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

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

The selected person shall not participate in the interview.

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

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan (See Appendix C-F)

Galt Joint Union School District maintains an Emergency Binder at each school site with site specific evacuation maps, critical phone numbers and emergency procedures. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures; student and staff drills are conducted as listed below.

Earthquake Drill:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (Education Code 32282).

1. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.
2. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective Measures to be taken, before, during and after an earthquake:

Mitigation:

Assess existing or potential hazards on and off campus.

Identify non-structural hazards on campus

Preparedness:

- Establish and Train in NIMS/SEMS and ICS
- Conduct drills for students and staff in Drop/Cover/Hold
- Conduct evacuation drills for students and staff
- Coordinate, plan and train with law enforcement and fire
- Acquire emergency equipment and supplies

Response:

- Evacuate buildings and the school campus if necessary
- Release students as needed
- Initiate search and rescue efforts as needed
- Handle triage medical aid, and mental health emergencies as needed.

Recovery and Reconstruction:

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response Team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed.
- Track costs to delineate expenditures
- Debrief

Fire Drills:

Fire Drill EC sections 32001–32004. Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire alarm, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Lockdown and Shelter In-Place Drills:

Lockdown/Shelter In Place Drills are held once a trimester. Lockdown and Shelter-In-Place procedures were developed in collaboration with the Galt Police Department. The Galt Police Department participates in one drill per year to provide feedback.

Evacuation Procedures:

In the event that staff and students need to evacuate the school site, staff will follow the evacuation route to the designated evacuation site; and follow evacuation procedures for reunification with families. Please remember to take Emergency Folders with you.

Adaptations for Students with Disabilities

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

1. Are pregnant
2. Have broken bones or other temporary injury
3. Have PTSD
4. Diagnosed with Autism or other social / sensory conditions
5. Use specialized medical equipment – wheelchairs, crutches, braces, etc.
6. Are visually or hearing impaired

Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Public Agency Use of School Buildings for Emergency Shelters

Per Board Policy 3516, The Galt Joint Union Elementary School District shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282) All requests for the use of this facility will be forwarded to the facility dept. at (209) 209-744-4545 ext. 311 (district office)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

District Jurisdiction A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

1. Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.

2. Brandishing a knife at another person: as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil’s expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances: ? Causing serious physical injury to another person, except in self-defense.

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
3. Robbery or extortion.
4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.
5. That the student’s presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board’s finding:
6. That other means of correction are not feasible or have failed in the past
7. That the student’s presence creates a continuing danger to the physical safety of the student or others

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

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Board Policy and Administrative Regulations: 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above
Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 304
knijjar@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

Dress and Grooming Board Policy and Administrative Regulations 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

The safe arrival and departure of our students and staff is outlined and prioritized at Lake Canyon Elementary. We employ seven part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid, positive discipline and "bully proofing". At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. They also receive ongoing training and workshops throughout the school year.

We discourage students from arriving at school before 7:30 a.m. due to lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason. The principal contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries for student play areas. Our four entry gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to enter and sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise.

Buses load/unload in a separate parking lot from the student pick-up/drop-off zone. Adult crossing guards are responsible for the crosswalks at Lake Canyon Avenue and Beaver Parkway, a busy intersection. Yard Supervisors also monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces or wait in the parent pick up lane for children. Signage directs parents to the correct drop off and pick up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait behind the orange sidewalk lines until children are dismissed by the teacher. Parents are welcomed to visit classrooms after all children have been walked to the waiting area.

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

Component:

A positive and engaging school culture based on the principles of PBIS (Positive Behavior Intervention and Supports) will improve the effectiveness, efficiency, and equity of our school. Our PBIS-based systems for positive reinforcement and managing student behavior with restorative practices improve social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Element:

PBIS-based systems, including the Lake Canyon House System, will reinforce and support of positive and safe student behavior.

Opportunity for Improvement:

Fifth and Sixth grade trained student leaders will lead 10% more of the House System student activities than they have in the current school year. This will result in greater engagement and application of the social-emotional supporting and school safety content lessons implemented in those monthly school-wide sessions.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Student leaders will lead more monthly House system lessons in a school wide setting.	Identify, recruit, and train 10% more fifth and sixth grade student leaders.	Second Step curriculum, staff House committee, and supplies/materials.	Jane Kinner- school social worker	Compare the number of student leaders facilitating lessons at each session as compared to the same number in the previous school year/same month.
School wide student engagement will increase due to having an increase in the number of student leaders facilitating House meeting lessons.	Identify, recruit, and train 10% more fifth and sixth grade student leaders. Create a watch-list of potential new student leaders from the third and fourth grade students in the previous year.	Second Step curriculum, staff House committee, and supplies/materials.	Admin, House committee members, and school social worker.	Compare the number of student leaders facilitating lessons at each session as compared to the same number in the previous school year/same month.

Component:

A positive and engaging school culture based on principles of PBIS (Positive Behavior Intervention and Supports) will improve the effectiveness, efficiency, and equity of our school. Our PBIS-based systems for positive reinforcement and managing student behavior with restorative practices improve social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Element:

PBIS-based systems, including the Lake Canyon progressive discipline system based on restorative justice-based research, will reinforce and support of positive and safe student behavior and support a decline in suspension and expulsion rates.

Opportunity for Improvement:

The implementation of the Lake Canyon researched based progressive discipline system based on restorative justice practices will reduce the annual suspension and expulsion rate and will improve social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the annual suspension rate by 10%.	All staff are trained in and follow the Lake Canyon researched based progressive discipline system based on restorative justice practices.	Employee Handbook and access to training for 100% of school staff.	Admin	Compare the CA dashboard suspension rate from the previous year to the current rate.

Component:

Lake Canyon Elementary provides a safe and secure environment.

Element:

All windows, doors, gates and fences are regularly inspected and in good working order.

Opportunity for Improvement:

Any windows, doors, gates, and fences found to be in non-working order will be prioritized at a 'critical' level for immediate repair or replacement implementation.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain safe and working windows, doors, gates, and fences.	Lake Canyon staff will regularly inspect all campus windows, doors, gates, and fences to ensure working order is maintained. A work order will be immediately implemented if any are found in non working order. Lake Canyon Elementary will be inspected annually by the CA state allocation board's Office of Public School Construction's Facility Inspection Tool and will act upon any discrepancies found.	District electronic work-ticket system.	Administration and custodians	

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

Lake Canyon Elementary School Student Conduct Code

School behavior expectations encompass three domains- Be Responsible, Be Respectful, and Be Safe at Lake Canyon Elementary School.

Students will see these expectations posted as quick reminders. An example of what each of those statements look like are outlined below:

All students at Lake Canyon School will demonstrate their Responsibility by:

- Following the rules
- Completing their work
- Taking care of school property

- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their Respect toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a Safe school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself

Conduct Code Procedures

Lake Canyon's Implementation of Restorative Justice-based behavior support and Restorative thinking is a significant shift from punishment-oriented thinking. People, including students, who are invited into restorative dialogue are sometimes confused by the concept of "making things right." Their default response to the question "What can we do to make things right?" often has to do with punishment. It is said that "children live what they learn." When what they have learned is that troublesome behavior demands a punishment-oriented response that is how they will live. But restorative practices invite different ways of responding. These new ways must be learned through experience. The activities of Lake Canyon's implementation give students the necessary experiences to support a shift toward restorative ways of thinking and behaving.

Restorative Justice Implementation for students who are sent to speak with administration and engage in a discussion which includes a series of five probing questions which include:

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible?

Affective Statements: the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.

Restorative Discussion: A restorative approach to help those harmed by other's actions, as well as responding to challenging behavior exists in asking key questions.

(K) Hate Crime Reporting Procedures and Policies

Per Board Policy 5145.9 Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law

Opioid Prevention and Life-Saving Response Procedures

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017).

In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting

overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

RECOGNIZE:

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

1. Respiratory depression evidenced by slow respirations or no breathing (apnea)
2. Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

1. Presenting symptoms
2. History
3. Report from bystanders
4. School nurse or staff prior knowledge of person
5. Nearby medications, illicit drugs or drug paraphernalia

RESPOND:

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.
5. Tilt their chin up to open the airway.
6. Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
7. If present. remove it.
8. If using mask, place and hold mask over mouth and nose.
9. If not using mask, pinch their nose with one hand and place your mouth over their mouth
10. Give 2 even, regular-sized breaths.
11. Blow enough air into their lungs to make their chest rise.

12. If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
13. If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose. Breathe again.
14. Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

1. Place person in recovery position (lying on their side).
2. Stay with the person until help arrives.
3. Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

REFER:

1. Have the individual transported to nearest medical facility, even if symptoms seem to get better.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations.

Safety Plan Appendices

Emergency Contact Numbers

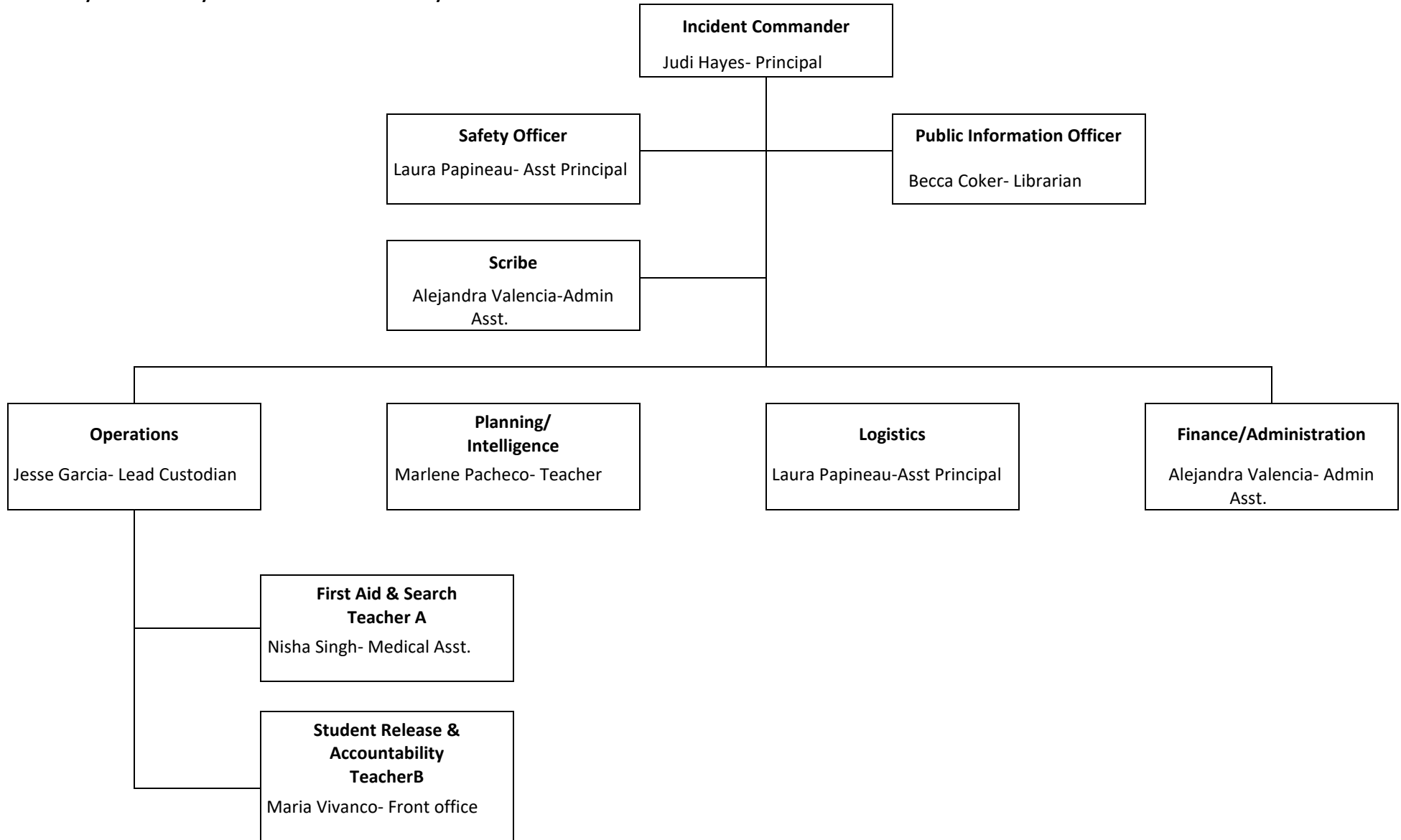
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	(916) 228-3035	
Law Enforcement/Fire/Paramedic	Galt Police Department	(209) 366-7000	
Law Enforcement/Fire/Paramedic	Ambulance Services	911	
Law Enforcement/Fire/Paramedic	Sacramento County Sheriff's Office	(916) 874-5115	
Emergency Services	Sacramento County Child Protective Services	(916) 875-5437	
Emergency Services	Sacramento County Public Health	(916) 558-1784	
Emergency Services	San Joaquin County Child Protective Services	(209) 468-1333	
Law Enforcement/Fire/Paramedic	San Joaquin County Sheriff's Department	(209) 468-4400	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	Sacramento Municipal Utility District (SMUD)	(888) 742-7683	

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)
Lake Canyon School Site Council meeting	February 6, 2024	
Lake Canyon certificated staff meeting	February 5, 2024	

Lake Canyon Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a multistep process:

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine the immediate response action.
4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been identified for emergency situations at GJUESD.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that requires assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a great level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as Blackboard or Synergy.

The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Armed Assault on Campus

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Biological or Chemical Release

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside. Students who are outside should be taken inside as soon as possible –staff should follow Lockdown due to natural disaster, Shelter-in-Place procedures.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

1. Standard fire drill procedures may be followed
2. Ensure the evacuation location is safe and is uphill / upwind from any gasses, or fumes spreading from the spill.
3. If the evacuation area is unsafe, direct students and staff to an appropriate alternate location. If a chemical spill occurs onsite and is localized or contained such as in a science class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.
4. If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
5. If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.
6. Notify 9-1-1 of the chemical or hazardous material incident.
7. Advise of the type of spill/chemical if known
8. Advise of any known injured persons or persons suffering difficulty breathing
 - a. Provide immediate first aid to those in need
9. Follow all instructions given by the fire department
10. Identify a staff member to greet emergency response teams and direct to the impacted area.
11. The principal or designee will notify the district of the incident.

Bomb Threat/ Threat Of violence

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

1. Evaluate the threat:
 - a. The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
 - b. Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated to evacuate.
 - c. Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

1. Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
2. Initiate a safety alert or an action alert depending upon circumstances
 - a. Notify District personnel
 - b. If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
 - c. You may provide specific instructions via school email.
 - d. The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.
 - e. Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.

3. The decision to search a room, building or any other area is the responsibility of the site administrator, but should be made in conjunction with or recommendation from law enforcement or fire authorities.

- a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
- b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted
- c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
- d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
- e. Suspicious items should be reported to administration

4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.

- a. Staff and students should evacuate taking only their personal belongings
- b. Turning off site bell or intercom systems
- c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious

2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration

a. Do not share in the information with students unless specifically directed to do so by the administration

3. If advised to conduct a search of your work area / classroom

a. Conduct a visual search only

b. You may open cabinets / drawers, but do not disturb the contents

c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description

d. Do not touch or move the item, leave it in place

e. Evacuate the room

f. When all persons have exited, lock the doors to eliminate persons from entering

g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:

a. An out of place backpack, without an apparent owner

b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.

c. An item constructed of PVC or metal pipes with sealed ends

d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors

e. An item that appears to have unusual wires protruding

2. If directed by administration or law enforcement to evacuate an area

a. Instruct students to take their personal belonging and backpacks with them as they exit

b. When the last person has exited the room, lock the door

c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement

d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence:

Procedures have been developed in collaboration with the Galt Police Department. Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Earthquake

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound
 - a. Do not evacuate your location until determined safe or advised to do so
 - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
 - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
 - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group
 - a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

Administration:

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
 - a. If the site is safe, may advise to return to classrooms
 - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Flooding

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

Administration & Support Staff Actions:

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
 - a. National Oceanic and Atmospheric Administration - www.noaa.gov
 - b. Sacramento County Office of Emergency Services – <https://sacoes.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

Teachers And Other Staff Actions:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
 - a. Quickly exit the room
 - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
 - c. Do not cross any areas of puddled or moving water
 - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

Maintenance Staff Actions:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

Heat Illness Prevention

Air Quality & Extreme Heat

GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;

- limiting vigorous activity; and/or
- postponing or canceling events.

AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly. See attached:

Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Loss or Failure Of Utilities

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Pandemic

Responding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:

- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.
- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.

- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

Surveillance and Reporting:

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity report in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness report in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition:

The Centers for Disease Control and Prevention (CDC) defines an influenza-like illness as having the following symptoms:

- Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.
- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and

Tactical Responses to Criminal Incidents

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

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RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO USE THIS CHART

STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to AirQuality.org.

STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

ACTIVITY	LEVEL 1 GOOD	LEVEL 2 MODERATE	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS	LEVEL 4 UNHEALTHY	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED ²	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ²
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

¹ Sensitive Individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

² To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.



Comprehensive School Safety Plan

2023-2024 School Year

School: Marengo Ranch Elementary School
CDS Code: 34 67348 6114185
District: Galt Joint Union ESD
Address: 1000 Elk Hills Drive
 Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update: January 29, 2024
Date of Review:
 - with Staff January 29, 2024
 - with Law Enforcement January 25, 2024
 - with Fire Authority January 25, 2024

Approved by:

Name	Title	Signature	Date
Heather Wetzel	School Site Council Chair Teacher	<i>Heather Wetzel</i>	1/29/24
Tracy Watt	School Site Council Teacher	<i>Tracy Watt</i>	1/29/24
Jissel Palomares	School Site Council Teacher	<i>Jissel Palomares</i>	1/29/24
Diane Smith	School Site Council Classified	<i>Diane Smith</i>	1/29/24


Name	Title	Signature	Date
Jennifer Porter	School Site Council Administrator		1/29/24
Brittany Campbell	School Site Council Parent		
Toryali Rahimi	School Site Council Parent		
Evelyn Murillo Soria	School Site Council Parent		
Erica Garcia	School Site Council Parent		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	11
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	13
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	13
(E) Sexual Harassment Policies (EC 212.6 [b]).....	14
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	17
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	19
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	19
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	20
(K) Hate Crime Reporting Procedures and Policies	21
(J) Procedures to Prepare for Active Shooters.....	22
Procedures for Preventing Acts of Bullying and Cyber-bullying	22
Opioid Prevention and Life-Saving Response Procedures	23
Safety Plan Review, Evaluation and Amendment Procedures.....	25
Safety Plan Appendices.....	25
Emergency Contact Numbers	25
Marengo Ranch Elementary School Incident Command System.....	26
Incident Command Team Responsibilities.....	27
Emergency Response Guidelines	28
Step One: Identify the Type of Emergency	28
Step Two: Identify the Level of Emergency	28
Step Three: Determine the Immediate Response Action	28
Step Four: Communicate the Appropriate Response Action	28
Biological or Chemical Release.....	28
Bomb Threat/ Threat Of violence	29

Earthquake..... 30

Explosion or Risk Of Explosion 32

Flooding 33

Heat Illness Prevention 33

Loss or Failure Of Utilities 34

Pandemic 35

Tactical Responses to Criminal Incidents 37

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.

<https://marengo.galt.k12.ca.us/>

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

Safety Plan Vision

Marengo Ranch Elementary School believes in a safe, supportive learning environment for all students. Our goal is to make school a safe and engaging place for students to learn. This requires a consistent and predictable discipline policy that everyone can understand and support. All classroom teachers are expected to design a classroom management system and communicate it to students, parents and administrators at the beginning of the school year. In addition, we have developed a comprehensive school-wide discipline plan, including guidelines for behavior, consequences and acknowledgement of desired behaviors.

Components of the Comprehensive School Safety Plan (EC 32281)

Marengo Ranch Elementary School Safety Committee

The Marengo Ranch School Site Council serves as our Safety Committee.

Assessment of School Safety

Suspension Data:

2018/2019 - 3

2019/2020 - 7

2020-2021 - 0

2021-2022 - 12

2022-2023 - 4

Expulsion Data:

2018/2019 - 0

2019/2020 - 0

2020-2021 - 0

2021-2022 - 0

2022-2023 - 0

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

Supervision of students is extremely important at Marengo Ranch Elementary. We employ 9 part time yard supervisors to monitor students before school, at recess, at lunch, and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid and meet monthly with administration to discuss how things are going throughout the day. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. Site funding sources supply safety equipment: orange cones, stop signs, staff uniforms, raincoats, etc.

Gate #6 opens at 7:30 am. Students arriving at this time proceed into the cafeteria for breakfast. The remaining school gates open at 7:45 am and children walk to their designated spaces on the playground. When the 7:55 am warning bell rings, teachers pick up their students and go to their classrooms. At 8:00 am, we close and lock all gates. At the end of the day, we open the gates for dismissal and parents wait at grade level assigned gates for the after school pick up.

We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus.

In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise.

School staff members receive information related to the school safety plan and safety drills are practiced monthly, so that all students and staff know how to respond should there be an emergency. Classroom doors are locked at all times.

A student Safety Patrol Team is responsible for helping students at our gates as well as our sidewalks immediately adjacent to the campus. Yard Supervisors monitor all loading and unloading zones as well as crosswalks.

Clear school rules and fair, consistent consequences contribute to our overall safe and positive environment. We communicate these rules, as well as other information about how parents can help their children succeed in school on a regular basis

The school resource officer assists in building a positive school culture by working closely with the school leadership team and making a positive impact on the school community while focusing on school safety. The four main duties are: one of a counselor by talking with students and staff and offering guidance and assistance; support on-campus Intervention, staff development and informational sessions for parents; linking students, parents and staff with resources and services; lastly, as a law enforcement professional when the case warrants tier three interventions. SRO student contacts are positive in nature and serve to connect the student with another caring adult on campus or to provide mentoring, guidance and connections to needed services

Student surveys are conducted annually for all 5th and 6th graders through the California Healthy Kids Survey. While the survey response rates remain relatively low for 5th grade with only 56% of fifth graders, it has increased for 6th grade with 83% of sixth graders participating. There are general indicators of how students feel related to School Engagement and Supports, School Safety, School Disciplinary Environment, and Substance Use and Physical/Mental Health. Generally, students feel connected and safe at school, and they are motivated to learn. For school discipline, they felt that the rules are clear and they are treated with respect. Substance use is not an issue at school. Meaningful participation (40% - 5th/ 35%-6th and school boredom (48%-5th / 54%-6th) are two areas that we need to strengthen. For meaningful participation, about 1/3 of the students surveyed stated they did not have a chance to decide the school rules. 1/4 of the 6th graders stated their teachers did not ask about their ideas. All other areas reflected positive responses for 90% of the students.

For the parent survey, we had 67 families participate this year. Key indicators that fell below 50% for responses that indicate parents strongly agree on the survey are:

Parental Involvement:

- Promotion of parental involvement 41%
- School encourages me to be an active partner 42%
- School actively seeks the input of parents 32%
- Parents feel welcome to participate at this school 42%

School Supports for Students:

- Student learning environment 38%
- School is a safe place for my child 44%
- School motivates students to learn 40%
- School has adults who really care about students 42%
- Opportunities for meaningful participation 35%
- Communications with parents about school 45%

Fairness, Rule Clarity, and Respect for Diversity:

- School enforces school rules equally 30%
- School treats all students with respect 47%
- School promotes respect of cultural beliefs/practices 39%

Parents felt that school disorder, substance abuse and gang related activities were not a problem. Parental involvement (60%), Teachers are responsive to child's social and emotional needs (71%), and School provides parents with advice and resources to support my child's social and emotional needs (65%) are all areas of strength.

Most parent responses indicated they agreed or strongly agreed with the statements. For example, The school encourages me to be an active partner with the school in educating my child (42% strongly agree, 46% agree, 7% disagree, 2% strongly disagree, 4% don't know). 88% of the parents agree or strongly agree with the statement.

The teacher survey, the majority indicated that Marengo is a supportive and inviting place for students to learn. Adults have high expectations and promote academic success for all students. Teachers go out of their way to help students and there is a great sense of trust and collegiality among staff. Student depression or other mental health issues are a mild concern and there are areas to strengthen in terms of meeting the social, emotional, and developmental needs of youth.

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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)
Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Sacramento County Child Protective Services
(name of appropriate agency)

3331 Power Inn Road, Sacramento, CA 95826
(address)

916-875-5437
(phone number)

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

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)
The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

The selected person shall not participate in the interview.

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

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172).

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

Disaster Plan (See Appendix C-F)

Galt Joint Union School District maintains an Emergency Binder at each school site with site specific evacuation maps, critical phone numbers and emergency procedures. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures; student and staff drills are conducted as listed below.

Earthquake Drill:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (Education Code 32282).

1. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.
2. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective Measures to be taken, before, during and after an earthquake:

Mitigation:

Assess existing or potential hazards on and off campus.
Identify non-structural hazards on campus

Preparedness:

Establish and Train in NIMS/SEMS and ICS
Conduct drills for students and staff in Drop/Cover/Hold
Conduct evacuation drills for students and staff
Coordinate, plan and train with law enforcement and fire
Acquire emergency equipment and supplies

Response:

Evacuate buildings and the school campus if necessary
Release students as needed
Initiate search and rescue efforts as needed
Handle triage medical aid, and mental health emergencies as needed.

Recovery and Reconstruction:

Assess building and campus safety and damage
Identify contacts for support as needed
Mobilize the Crisis Response Team as needed
Make plans to relocate classes and other academic business at an alternate site as needed.
Track costs to delineate expenditures
Debrief

Fire Drills:

Fire Drill EC sections 32001–32004. Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire alarm, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Lockdown and Shelter In-Place Drills:

Lockdown/Shelter In Place Drills are held once a trimester. Lockdown and Shelter-In-Place procedures were developed in collaboration with the Galt Police Department. The Galt Police Department participates in one drill per year to provide feedback.

Evacuation Procedures:

In the event that staff and students need to evacuate the school site, staff will follow the evacuation route to the designated evacuation site; and follow evacuation procedures for reunification with families. Please remember to take Emergency Folders with you.

Adaptations for Students with Disabilities

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

1. Are pregnant
 2. Have broken bones or other temporary injury
 - 3 Have PTSD
 4. Diagnosed with Autism or other social / sensory conditions
 5. Use specialized medical equipment – wheelchairs, crutches, braces, etc.
 6. Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Public Agency Use of School Buildings for Emergency Shelters

Per Board Policy 3516, The Galt Joint Union Elementary School District shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282) All requests for the use of this facility will be forwarded to the facility dept. at (209) 209-744-4545 ext. 311 (district office)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

District Jurisdiction A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

1. Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
2. Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil's expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances: ? Causing serious physical injury to another person, except in self-defense.

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
3. Robbery or extortion.
4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.
5. That the student's presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board's finding:
6. That other means of correction are not feasible or have failed in the past
7. That the student's presence creates a continuing danger to the physical safety of the student or others

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

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Board Policy and Administrative Regulations: 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 304
knijjar@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

Dress and Grooming Board Policy and Administrative Regulations 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

Gate #6 opens at 7:30 am. Students arriving at this time proceed into the cafeteria for breakfast. The remaining school gates open at 7:45 am and children walk to their designated spaces on the playground. When the 7:55 am warning bell rings, teachers pick up their students and go to their classrooms. At 8:00 am, we close and lock all gates. At the end of the day, we open the gates for dismissal and parents wait at grade level assigned gates for the after school pick up.

We strictly adhere to Megan’s Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise.

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

Component:

Social Environment

Element:

Marengo Mentor, Safety Patrol, Yard Supervisors

Opportunity for Improvement:

Improve and refine student-based leadership opportunities through Marengo Mentors and Safety Patrol

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase training and monitoring of Marengo Mentors and Safety Patrol students	Add yard supervisor leads to participate in training and monitoring Marengo Mentors and Safety Patrol	Site funds	Teacher leads - Adjunct duty	Teacher leads, yard supervisor leads, and site admin will meet and review the effectiveness of the programs
	Hold monthly meetings with student teams	PTKC grant funds	Site admin	
	Develop monitoring criteria and checklists			
	Weekly check in meetings with student captains			

Component:

Physical Safety

Element:

Playground Equipment Safety

Opportunity for Improvement:

Address School Insurance Authority Recommendations for playground structure improvements

Objectives	Action Steps	Resources	Lead Person	Evaluation
Repair or replace playground structure components that are defective or broken	Address 8 recommendations from Schools Insurance Authority	District Resources	Principal	Principal will meet with maintenance crew to conduct a walkthrough of the repaired or replaced equipment

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

Marengo Ranch Elementary School Student Conduct Code

Marengo Ranch School Rules

Be Responsible * Be Respectful * Be Safe

Students will see these rules posted as quick reminders. An example of what each of those statements look like is outlined below:

All students at Marengo Ranch School will demonstrate their Responsibility by:

- Following the rules
- Completing their work
- Taking care of school property
- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their Respect toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a Safe school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself

Conduct Code Procedures

Our goal is to make school a safe and engaging place for students to learn. This requires a consistent and predictable discipline policy that everyone can understand and support. All classroom teachers are expected to design a classroom management system and communicate it to students, parents and administrators at the beginning of the school year. In addition, we have developed a comprehensive school-wide discipline plan, including guidelines for behavior, consequences and acknowledgement of desired behaviors.

Students are expected to follow three simple school rules: Be Safe * Be Responsible * Be Respectful

These rules begin the moment a student is on the way to school, while students are at school, and remain in place until students get home at the end of the school day. Rules are expected to be followed in the classroom, in the cafeteria, on the playground. Students on school sponsored activities are also expected to follow school rules.

1st Behavior Incident

Behavior Citation issued, Teacher notifies parent. This is an official warning. No consequences assigned. Copy of Citation given to Administration. Parents sign Citation and return to teacher.

2nd Behavior Incident

Behavior Citation issued, Teacher notifies parent and revokes one privilege. Copy of Citation given to Administration. Parents sign Citation and returns it to the teacher.

3rd Behavior Incident

Behavior Citation issued. Administration notifies parents and revokes privileges. Copy of Citation given to Administration. Copy of Citation goes home with the student. Parents sign the copy of the citation and returns it to the teacher.

4th Behavior Incident

Office Referral issued, Student meets with Administration, and Administration determines Intervention/Response/Consequences. Administration notifies parents. Copy of Referral given to Administration. Copy of the Referral goes home with the student. Parents sign copy of the referral and returns it to the teacher.

5th Behavior Incident

Office Referral issued, Student meets with Administration, and Administration determines Intervention/Response/Consequences. Administration notifies parents. Copy of Referral given to Administration. Copy of Referral goes home with the student. Parents sign copy of the referral and returns it to the teacher.

(K) Hate Crime Reporting Procedures and Policies

Per Board Policy 5145.9 Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law

Opioid Prevention and Life-Saving Response Procedures

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017).

In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

RECOGNIZE:

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

1. Respiratory depression evidenced by slow respirations or no breathing (apnea)
2. Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

1. Presenting symptoms
2. History
3. Report from bystanders
4. School nurse or staff prior knowledge of person
5. Nearby medications, illicit drugs or drug paraphernalia

RESPOND:

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.
5. Tilt their chin up to open the airway.
6. Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
7. If present. remove it.
8. If using mask, place and hold mask over mouth and nose.
9. If not using mask, pinch their nose with one hand and place your mouth over their mouth
10. Give 2 even, regular-sized breaths.
11. Blow enough air into their lungs to make their chest rise.
12. If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
13. If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose. Breathe again.
14. Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

1. Place person in recovery position (lying on their side).
2. Stay with the person until help arrives.
3. Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

REFER:

1. Have the individual transported to nearest medical facility, even if symptoms seem to get better.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations.

Safety Plan Review, Evaluation and Amendment Procedures

School Site Council reviewed and approved the Comprehensive School Safety Plan on Mon, Jan. 29, 2024.

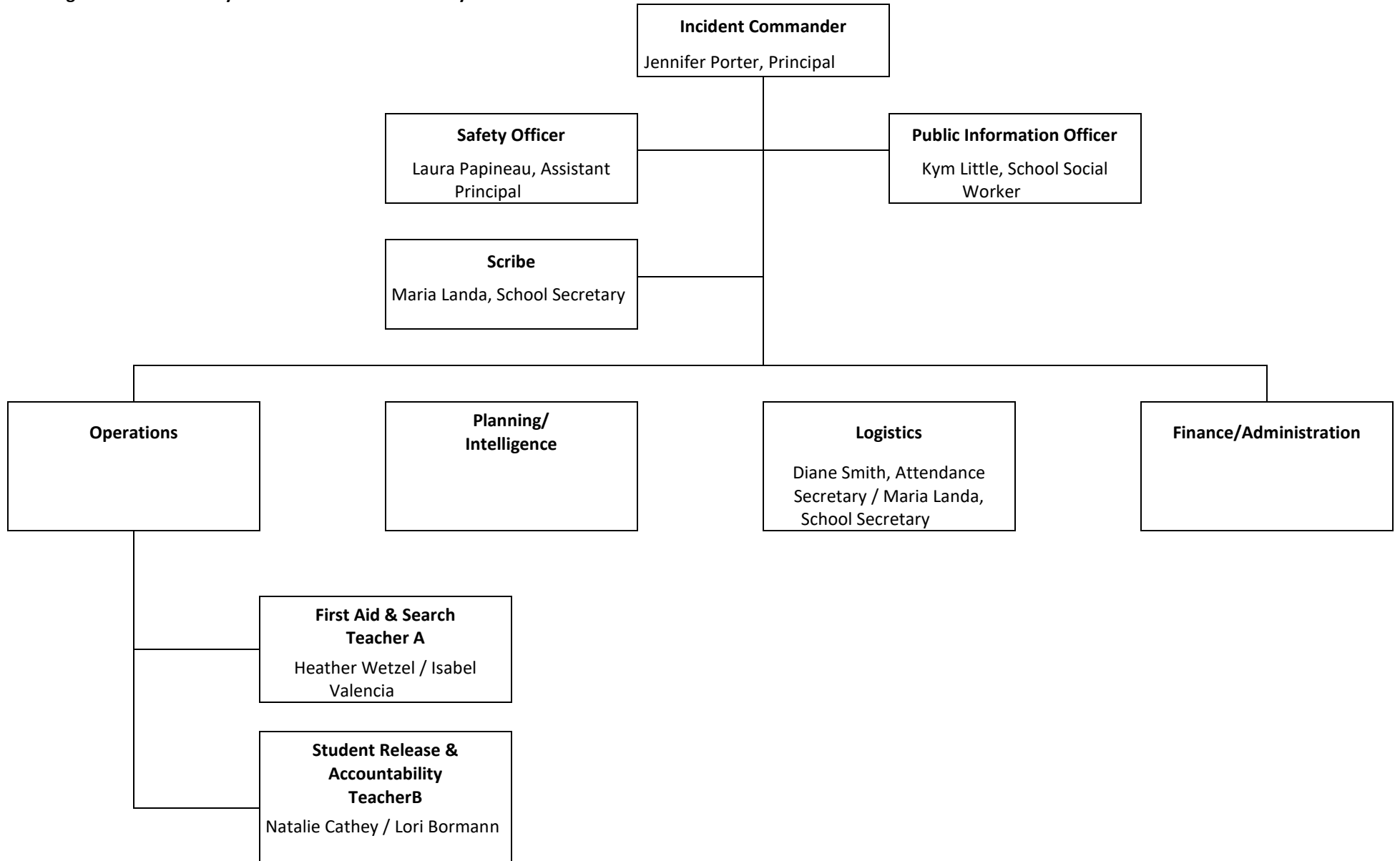
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	(916) 228-3035	
Law Enforcement/Fire/Paramedic	Galt Police Department	(209) 366-7000	
Law Enforcement/Fire/Paramedic	Ambulance Services	911	
Law Enforcement/Fire/Paramedic	Sacramento County Sheriff's Office	(916) 874-5115	
Emergency Services	Sacramento County Child Protective Services	(916) 875-5437	
Emergency Services	Sacramento County Public Health	(916) 558-1784	
Emergency Services	San Joaquin County Child Protective Services	(209) 468-1333	
Law Enforcement/Fire/Paramedic	San Joaquin County Sheriff's Department	(209) 468-4400	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	Sacramento Municipal Utility District (SMUD)	(888) 742-7683	

Marengo Ranch Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a multistep process:

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine the immediate response action.
4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been identified for emergency situations at GJUESD.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that requires assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a great level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as Blackboard or Synergy.

The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Biological or Chemical Release

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside. Students who are outside should be taken inside as soon as possible --staff should follow Lockdown due to natural disaster, Shelter-in-Place procedures.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

1. Standard fire drill procedures may be followed
2. Ensure the evacuation location is safe and is uphill/upwind from any gasses, or fumes spreading from the spill.
3. If the evacuation area is unsafe, direct students and staff to an appropriate alternate location. If a chemical spill occurs onsite and is localized or contained such as in a science class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.
4. If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
5. If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.
6. Notify 9-1-1 of the chemical or hazardous material incident.
7. Advise of the type of spill/chemical if known
8. Advise of any known injured persons or persons suffering difficulty breathing
 - a. Provide immediate first aid to those in need
9. Follow all instructions given by the fire department
10. Identify a staff member to greet emergency response teams and direct to the impacted area.
11. The principal or designee will notify the district of the incident.

Bomb Threat/ Threat Of violence

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

1. Evaluate the threat:
 - a. The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
 - b. Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated to evacuate.
 - c. Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

1. Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
2. Initiate a safety alert or an action alert depending upon circumstances
 - a. Notify District personnel
 - b. If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
 - c. You may provide specific instructions via school email.
 - d. The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.
 - e. Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.
3. The decision to search a room, building or any other area is the responsibility of the site administrator, but should be made in conjunction with or recommendation from law enforcement or fire authorities.
 - a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
 - b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted
 - c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
 - d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
 - e. Suspicious items should be reported to administration
4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.

- a. Staff and students should evacuate taking only their personal belongings
- b. Turning off site bell or intercom systems
- c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration
 - a. Do not share in the information with students unless specifically directed to do so by the administration
3. If advised to conduct a search of your work area / classroom
 - a. Conduct a visual search only
 - b. You may open cabinets / drawers, but do not disturb the contents
 - c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description
 - d. Do not touch or move the item, leave it in place
 - e. Evacuate the room
 - f. When all persons have exited, lock the doors to eliminate persons from entering
 - g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
 - a. An out of place backpack, without an apparent owner
 - b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.
 - c. An item constructed of PVC or metal pipes with sealed ends
 - d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
 - e. An item that appears to have unusual wires protruding
2. If directed by administration or law enforcement to evacuate an area
 - a. Instruct students to take their personal belonging and backpacks with them as they exit
 - b. When the last person has exited the room, lock the door
 - c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
 - d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence:

Procedures have been developed in collaboration with the Galt Police Department. Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Earthquake

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound
 - a. Do not evacuate your location until determined safe or advised to do so
 - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
 - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
 - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group
 - a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

Administration:

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
 - a. If the site is safe, may advise to return to classrooms
 - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Flooding

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

Administration & Support Staff Actions:

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
 - a. National Oceanic and Atmospheric Administration - www.noaa.gov
 - b. Sacramento County Office of Emergency Services – <https://sacoes.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

Teachers And Other Staff Actions:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
 - a. Quickly exit the room
 - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
 - c. Do not cross any areas of puddled or moving water
 - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

Maintenance Staff Actions:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

Heat Illness Prevention

Air Quality & Extreme Heat

GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;
- limiting vigorous activity; and/or
- postponing or canceling events.

AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly. See attached: Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Loss or Failure Of Utilities

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Pandemic

Responding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:

- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.
- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.
- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

Surveillance and Reporting:

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity report in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness report in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition:

The Centers for Disease Control and Prevention (CDC) defines an influenza-like illness as having the following symptoms:

- Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.

- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and will be updated as needed, per Public Health req

Tactical Responses to Criminal Incidents

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Confidential Special Need / Assistance List

To remain compliant with privacy laws, lists of individuals with health concerns or those requiring assistance due to a functional disability should not be kept directly within the tactical plan. The site administrator or designee should keep this list in a secured location they can access in case of a critical emergency and/or evacuation. For the CSSP simply state where this information can be found if needed.

Student Name	Health Concern	Care Plan and Medication

Special Needs Students-Describe:

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff-Describe:

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.




Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

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RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO USE THIS CHART

STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to AirQuality.org.

STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

ACTIVITY	LEVEL 1 GOOD	LEVEL 2 MODERATE	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS	LEVEL 4 UNHEALTHY	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED ²	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ²
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

¹ Sensitive Individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

² To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.



Comprehensive School Safety Plan

2023-2024 School Year

School: River Oaks Elementary School
CDS Code: 34 67348 6110654
District: Galt Joint Union ESD
Address: 905 Vintage Oak Avenue
 Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update:
Date of Review:
 - with Staff 1-29-2024
 - with Law Enforcement 1-25-2024
 - with Fire Authority 1-25-2024

Approved by:

Name	Title	Signature	Date
Danielle Goldberg	SSC President		
Danielle Wildermuth	SSC Vice President		2/9/24
Tina Homdus	Principal		2/9/24

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281)	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	11
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	13
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	14
(E) Sexual Harassment Policies (EC 212.6 [b]).....	14
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	18
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	19
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	20
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	22
(K) Hate Crime Reporting Procedures and Policies	23
(J) Procedures to Prepare for Active Shooters.....	24
Procedures for Preventing Acts of Bullying and Cyber-bullying	24
Opioid Prevention and Life-Saving Response Procedures	25
Safety Plan Appendices.....	28
Emergency Contact Numbers	28
Safety Plan Review, Evaluation and Amendment Procedures	29
River Oaks Elementary School Incident Command System	30
Incident Command Team Responsibilities.....	31
Emergency Response Guidelines	32
Step One: Identify the Type of Emergency	32
Step Two: Identify the Level of Emergency	32
Step Three: Determine the Immediate Response Action	32
Step Four: Communicate the Appropriate Response Action	32
Armed Assault on Campus	32
Biological or Chemical Release.....	33

Bomb Threat/ Threat Of violence 33

Earthquake 35

Explosion or Risk Of Explosion 36

Flooding 37

Heat Illness Prevention 37

Loss or Failure Of Utilities 39

Pandemic 39

Tactical Responses to Criminal Incidents 41

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.

A copy of the Comprehensive School Safety Plan is available for review at River Oaks Elementary School office attn: Principal 905 Vintage Oak Avenue Galt, CA. 95632..

Safety Plan Vision

The vision of River Oaks Elementary which is supported by our attention to safety is a school where everyone is physically and emotionally safe. A place where students will develop foundational skills, individual talents, and skills needed to be college and career ready. To be a school where everyone takes responsibility for their own actions and a place where parents, community, and staff encourage and support students to do their best. A place where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards. At River Oaks Elementary, we strive to be a school where students and staff model the Eight Great Character Traits, where students give to others and the greater community.

At River Oaks, we work hard to provide and maintain a safe school environment. We understand the correlation between student success and safety at school. Children will not perform to their ability if they feel unsafe or threatened at school. Due to our high behavior standards and policies, we have created a school where children feel safe and valued.

We have trained our yard duty staff that supervise the playgrounds, cafeteria, parking lots, crosswalks and bus loading zone. We conduct monthly yard duty meetings to collaborate about school needs and student support. In addition, the district nurse provides annual first aid training.

The River Oaks campus is fully fenced with locking gates. During school hours, 8:00am to 2:25pm, the gates are kept closed and locked. All visitors and volunteers are required to sign in at the office and wear a visitor's sticker or badge. We adhere to the Megan's Law and require all volunteers to be cleared before working with students or attending field trips. Staff members are also required to wear identification. All classrooms and offices have phones for emergency purposes. Classroom doors are kept locked during the school day. All doors have a window or peephole in order to see out before opening a door. Emergency drills are practiced monthly to ensure all staff and students know how to respond in case of an emergency. The Galt Police Department has observed our lockdown drills during the 2023-2024 school year thus far to provide support and feedback.

Components of the Comprehensive School Safety Plan (EC 32281)

River Oaks Elementary School Safety Committee

Tina Homdus - Principal
Elaine Trull - Assistant Principal
Sherley Pabustan - Social Worker
Jose Anaya - Custodian
Jenny Culp - Teacher rep
Rayleen England - Teacher rep
Cristina Robles - Admin support

Assessment of School Safety

At River Oaks Elementary, safety is always a top priority. Our staff continually emphasizes keeping students safe at school through strict behavior standards, limited access to the campus through one entrance/exit, services from a school resource officer, campus yard supervisors and activities that keep students participating in school.

The crime rate rate at River Oaks Elementary continues to be low. Due largely to strong community support, the commitment to safety of our staff, and our many community partners.

New web based surveillance cameras have been installed and are in excellent working condition. The Administrators collaborate with the Galt Police Department on a regular basis to discuss any crime issues facing our school.

Campus Security

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus supervisors, security personnel, security equipment (e.g., communication systems, surveillance cameras and other detection devices, etc.) are appropriately utilized. Mental health professionals, as well as law enforcement professionals, have been consulted in the ongoing review and update of campus security.

An ongoing assessment of school safety is made by reviewing data including the current suspension and expulsion rate, CA Healthy Kids Survey results and the CA FIT faculty report.

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

River Oaks Elementary staff strive on the supervision and safety of all students. We employ eight part time yard supervisors to monitor students before school, at recess, lunch and after school in the cafeteria, playgrounds, parking lots and crosswalks. These employees receive regular training in first aid, problem solving skills, SEL lessons, and restorative practices. At the beginning of each year, these employees receive a specialized handbook that outlines their duties as well as school policies, procedures and guidelines, so that they can act consistently with the teaching staff and administration. They also receive ongoing training throughout the school year.

We discourage students from arriving at school before 7:30am due to the lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason, unless they are participating in after school supervised enrichments and programs. The administration contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries from student play areas. Gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. Classroom doors are to remain locked at all times. We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker/badge to wear while they are on campus. Staff members also have identification badges. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Safety Drills are practiced regularly at River Oaks Elementary, so that all students and staff know how to respond should there be an emergency.

Buses load/unload in a separate drop off lane from the student pick-up/drop-off zones. Adult crossing guards are responsible for the crosswalks at Vintage Oak Avenue, Cedar Flatts Avenue and Summit Lakes Way. Yard Supervisors also monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces, along Vintage Oak Avenue or wait in the parent pick up lane for children. Signage directs parents to correct drop off and pick up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait in front of the school gates until children are dismissed by the teacher. Parents are welcomed to visit classrooms at any time by following check-in procedures through the office.

Clear school rules, and fair, consistent consequences also contribute to our overall safe and positive environment. These rules, as well as other information such as how parents can help their children succeed in school are communicated to parents via school and classroom newsletters, flyers, events and assemblies. River Oaks utilizes restorative practices to support behavior incidents on campus.

River Oaks employs a full-time school social worker to support the social-emotional readiness and engagement of our students. She provides a safe place where students can confidentially share their concerns, teachers students coping strategies, and supports families in crisis. In addition to her work with students and families, the social work supports staff by modeling how to teach the district approved SEL curriculum, Second Step. She also provides SEL training to staff at our monthly staff meetings. River Oaks also partners with the Sacramento County Office of Education to provide access to a site-based mental health clinician full-time.

It is our goal to create a safe learning environment at River Oaks Elementary School that is conducive to high student achievement. We achieve this by implementing Fred Jones classroom management strategies and the H3 character education program. Character traits are integrated into the classroom curriculum through direct instruction, modeling, discussion, references to characters in literature, history, and day-to-day experiences. Each month a different character trait is emphasized school-wide. Students who are observed using appropriate character traits are given a "Character Trait" ticket. Students have 2 ways to "spend" their tickets.

- 1) They can put their tickets in grade level buckets in the cafeteria during their lunch time. Every Friday, tickets are pulled from the buckets for each grade level during lunch and students receive a prize.
- 2) Students can choose to collect 10 tickets each month to receive a special prize from administration. Our ultimate goal is for our students to use the character traits when they make choices in their everyday life.

Classes that follow the school rules and are referral free for the week will be awarded a Rocket Card. When grades 1 – 6 receive four (4) Rocket Cards and 16 positive cafeteria coupons, administration will visit the classroom for a celebration. Kindergarten students receive celebrations with administration for following classroom rules and procedures as monitored by the classroom teachers. Annually, we have assemblies that promote character education and provide anti-bullying messages.

As school community, we are beginning to understand and recognize the strengths and talents of our youth. Teachers are creating activities and projects to put student strengths into action. Students are setting goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we are hoping to create higher engagement and hope for our youth.

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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)
Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Sacramento County Child Protective Services
(name of appropriate agency)

3331 Power Inn Road, Sacramento, CA 95826
(address)

916-875-5437
(phone number)

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

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

The selected person shall not participate in the interview.

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

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166). No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan (See Appendix C-F)

Galt Joint Union School District maintains an Emergency Binder at each school site with site specific evacuation maps, critical phone numbers and emergency procedures. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures; student and staff drills are conducted as listed below.

Earthquake Drill:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (Education Code 32282).

1. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.
2. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective Measures to be taken, before, during and after an earthquake:

Mitigation:

Assess existing or potential hazards on and off campus.

Identify non-structural hazards on campus

Preparedness:

Establish and Train in NIMS/SEMS and ICS

Conduct drills for students and staff in Drop/Cover/Hold

Conduct evacuation drills for students and staff

Coordinate, plan and train with law enforcement and fire

Acquire emergency equipment and supplies

Response:

Evacuate buildings and the school campus if necessary

Release students as needed

Initiate search and rescue efforts as needed

Handle triage medical aid, and mental health emergencies as needed.

Recovery and Reconstruction:

Assess building and campus safety and damage

Identify contacts for support as needed

Mobilize the Crisis Response Team as needed

Make plans to relocate classes and other academic business at an alternate site as needed.

Track costs to delineate expenditures

Debrief

Fire Drills:

Fire Drill EC sections 32001–32004. Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire alarm, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Lockdown and Shelter In-Place Drills:

Lockdown/Shelter In Place Drills are held once a trimester. Lockdown and Shelter-In-Place procedures were developed in collaboration with the Galt Police Department. The Galt Police Department participates in one drill per year to provide feedback.

Evacuation Procedures:

In the event that staff and students need to evacuate the school site, staff will follow the evacuation route to the designated evacuation site; and follow evacuation procedures for reunification with families. Please remember to take Emergency Folders with you.

Adaptations for Students with Disabilities

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

1. Are pregnant
 2. Have broken bones or other temporary injury
 3. Have PTSD
 4. Diagnosed with Autism or other social / sensory conditions
 5. Use specialized medical equipment – wheelchairs, crutches, braces, etc.
 6. Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Public Agency Use of School Buildings for Emergency Shelters

Per Board Policy 3516, The Galt Joint Union Elementary School District shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282). All requests for the use of this facility will be forwarded to the facility dept. at (209) 209-744-4545 ext. 311 (district office).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

District Jurisdiction A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

1. Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
2. Brandishing a knife at another person: as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil’s expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances: ? Causing serious physical injury to another person, except in self-defense.

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
3. Robbery or extortion.
4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.
5. That the student’s presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board’s finding:
6. That other means of correction are not feasible or have failed in the past
7. That the student’s presence creates a continuing danger to the physical safety of the student or others

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

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Board Policy and Administrative Regulations: 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above
Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 304
knijjar@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

Dress and Grooming Board Policy and Administrative Regulations 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

River Oaks Elementary staff strive on the supervision and safety of all students. We employ eight part time yard supervisors to monitor students before school, at recess, lunch and after school in the cafeteria, playgrounds, parking lots and crosswalks. These employees receive regular training in first aid, problem solving skills, SEL lessons, and restorative practices. At the beginning of each year, these employees receive a specialized handbook that outlines their duties as well as school policies, procedures and guidelines, so that they can act consistently with the teaching staff and administration. They also receive ongoing training throughout the school year.

We discourage students from arriving at school before 7:30am due to the lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason, unless they are participating in after school supervised enrichments and programs. The administration contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries from student play areas. Gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker/badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Safety Drills are practiced regularly at River Oaks Elementary, so that all students and staff know how to respond should there be an emergency.

Buses load/unload in a separate drop off lane from the student pick-up/drop-off zones. Adult crossing guards are responsible for the crosswalks at Vintage Oak Avenue, Cedar Flatts Avenue and Summit Lakes Way. Yard Supervisors also monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces, along Vintage Oak Avenue or wait in the parent pick up lane for children. Signage directs parents to correct drop off and pick up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait in front of the school gates until children are dismissed by the teacher. Parents are welcomed to visit classrooms at any time by following check-in procedures through the office.

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

Component:

Positive School Climate

Element:

School-wide Positive Behavior Support

Opportunity for Improvement:

Effectively implement tiers 1-3 of Positive Behavior Interventions and Supports with fidelity.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To address the social and emotional (SEL) learning needs of our students.	All teachers utilize our Second Step curriculum to provide explicit SEL instruction.	Second Step curriculum	Administrators, Social Worker, Teachers	Daily observation of students
To train Yard Supervisors on supporting positive behaviors.	Train yard supervisors at monthly staff meetings.	Playworks trainings; trainings during Yard Supervisors meetings.	Administrators, Social Workers	Observation of employee performance, and monthly discipline data.
To reward positive behavior.	Students may redeem Trait Tickets they have earned for demonstrating positive behaviors for items from the weekly grade level raffle and/or Trait Ticket Luncheon with admin.	Trait Tickets	Administrators, all staff	Decrease of behavior referrals, number of successful redemptions.
To provide for students' social-emotional and behavioral needs.	Work with district behaviorist, social worker, etc. to provide support to students who need additional behavioral support.	District Behavior Analyst, Social Worker, Mental Health clinician	Administrators, MTSS team, Behavior Analyst, Staff	Behavior support plans, counseling referrals
Reduce the annual suspension rate by 10%.	All staff are trained and follow the River Oaks Employee & Parent/Student Handbook that outlines the school rules and policies related to discipline.	Employee Handbook and Parent/Student Handbook access to training for 100% of school staff.	Administration	Compare to the CA Dashboard suspension rate from the previous year to the current rate.

Component:

Safe Physical Environment

Element:

Safe School Environment

Opportunity for Improvement:

Plan drills at varying times during the day so students and staff will know what to do when students are not in the classroom.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide students and staff a secure facility.	Continue to use and train on the lockdown system procedure.	Campus-wide lockdown procedures, radios/communication systems, gates, alarm company and Galt Police Department partnership.	Administrators, office staff, district technology personnel	Safety Drill reports
To provide students with a safe environment during recess and lunch periods.	Maintain a yard supervisor schedule for outdoor and indoor bell schedules.	Yard Supervisors, schedules, communication methods.	Administrators	Data on accidents during recess and lunch periods.
To allow for only a single point of entrance to the campus between the hours of 8:00am-2:30pm and to eliminate unauthorized visitors on campus.	The campus gates/doors are closed and locked during school hours. All visitors must sign in through the office and wear a visitor badge while on campus.	Visitor log, Megan's law clearance on file, ID, visitor badges, office personnel	Office staff, administrators	Constant monitoring
To monitor and mitigate vandalism at the site.	Principal's secretary/lead custodian will complete a monthly vandalism report and report acts of vandalism to administration. Administration will notify Galt Police Department, as warranted.	Vandalism report; Galt Police Department.	Principal's secretary/lead custodian, administrators	Review of the reports by the School Site Council and district personnel.
To provide students passage travel to and from school each day.	Yard supervisors will support as crossing guards as needed based on the city street safety hazards.	Traffic support from the Galt Police Department, Yard Supervisors, Stop Signs, Street Signage/lines	Administrators	Data on accidents
Discipline policy shall be enforced	Staff shall communicate and enforce district rules and procedures on school discipline. Administrators provide education through behavior assemblies each trimester pertaining to school policies and procedures K-6.	Parent and Student Handbook and GJUESD Parent/Student Guide.	Administrators	Administrators and staff

Component:

Facilities Maintenance

Element:

Facilities Safety

Opportunity for Improvement:

Reduce/replace the malfunctioning and/or the number of buildings/portables with HVAC or roof concerns.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To identify the areas of roof leaks in portables or buildings.	Staff will report any leaks from their work area as needed to custodian or Secretary II. Secretary II will create a work order for district M/O team to address.	Work order system, Secretary II and/or lead custodian, district maintenance and operations team, roofing supplies or outsourced roofing companies.	Administrator, Secretary II, District M/O team.	Number of leak reports identified monthly.
Audit each trimester site structures including bathrooms, classrooms, equipment and other site facilities to ensure the safety of all staff and students.	Administrators will communicate with staff to review site needs to ensure all facilities are in working order.	Work order system and maintenance needs and equipment.	Administrator, district maintenance and operations team.	Maintaining daily operation to limit disruptions to student learning.
To identify the areas of HVAC repairs in portables or buildings.	Staff will report any heating/air from their work area as needed to custodian or Secretary II. Secretary II will create a work order for district M/O team to address.	Work order system, Secretary II and/or lead custodian, district maintenance and operations team, HVAC supplies or outsourced HVAC companies.	Administrator, Secretary II, District M/O team.	Number of HVAC reports identified monthly.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**River Oaks Elementary School Student Conduct Code**

The following school rules can be found in the Parent/Student Handbook that is sent home on the first day of school and is available on our school website. Parents are asked to review the rules with their children, then sign and return the last page of the handbook to the school office. In addition, staff members review the rules with the students during the first few weeks of school.

School Rules

- Follow the Great Eight Character Traits.
- Keep hands, feet and other objects to yourself.
- Walk on sidewalks.
- Use your "inside" voice while in school buildings.
- No loitering on campus after school.
- Use restrooms appropriately. No playing or loitering allowed.
- Students must possess a PASS when not in class during school hours.
- Money, other than for daily needs, should be left at home.
- Toys, video games, trading cards etc., remain at home. Items brought to school may be kept in the office until the end of the school day
- Office and classroom telephones are for emergencies only.
- Cell phones should be off and put away in backpacks during school hours.
- Gum is not permitted at school.
- Use appropriate language at all times.

- Refrain from bringing roller blades and skates to school; including skate shoes.
- Students are not allowed to ride bikes or skateboards on campus at any time.

Cafeteria Rules

- Walk at all times.
- Keep hands and feet to yourself.
- Be courteous to cafeteria workers.
- Use a quiet voice when talking to your neighbors.
- Clean up after yourself.
- Wait to be excused.
- At dismissal time, your table will be excused when your area is clean.
- No sharing food.
- Our kitchen staff and yard duties can't heat up food for students.

Conduct Code Procedures

Time-Out Referrals

Each class is assigned a time-out Class. If a student receives a referral, he/she will serve a time-out in another classroom during the very next recess.

Time-out referrals will be given for:

- Using inappropriate language or gestures
- Being in an unauthorized area, including classrooms when a teacher is not present
- Playing in the restrooms
- Bullying
- Play fighting
- Unsafe use of playground equipment
- Aggressive behavior
- Littering
- Throwing objects
- Spitting
- Eating on the playground
- Playing in line
- Behavior during recess that is disruptive to classes still in session
- Playing tag on the asphalt

Office Referrals

Students will be sent to the office to speak with administration for the following reasons:

- Fighting (engaging in, threatening, or attempting)
- Disrespect
- Defacing school property
- Defiance of authority
- Exhausting the classroom management system
- Bullying

Parents will be contacted regarding all office referrals. Consequences for office referrals may be a parent conference, time-out in the office, loss of participation in a school-sponsored activity, in-house suspension, or suspension.

(K) Hate Crime Reporting Procedures and Policies

Per Board Policy 5145.9 Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law.

Opioid Prevention and Life-Saving Response Procedures

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017).

In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

RECOGNIZE:

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

1. Respiratory depression evidenced by slow respirations or no breathing (apnea)
2. Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

1. Presenting symptoms
2. History
3. Report from bystanders
4. School nurse or staff prior knowledge of person
5. Nearby medications, illicit drugs or drug paraphernalia

RESPOND:

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.
5. Tilt their chin up to open the airway.
6. Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
7. If present. remove it.
8. If using mask, place and hold mask over mouth and nose.
9. If not using mask, pinch their nose with one hand and place your mouth over their mouth

10. Give 2 even, regular-sized breaths.
11. Blow enough air into their lungs to make their chest rise.
12. If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
13. If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose. Breathe again.
14. Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

1. Place person in recovery position (lying on their side).
2. Stay with the person until help arrives.
3. Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

REFER:

1. Have the individual transported to nearest medical facility, even if symptoms seem to get better.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations.

Safety Plan Appendices

Emergency Contact Numbers

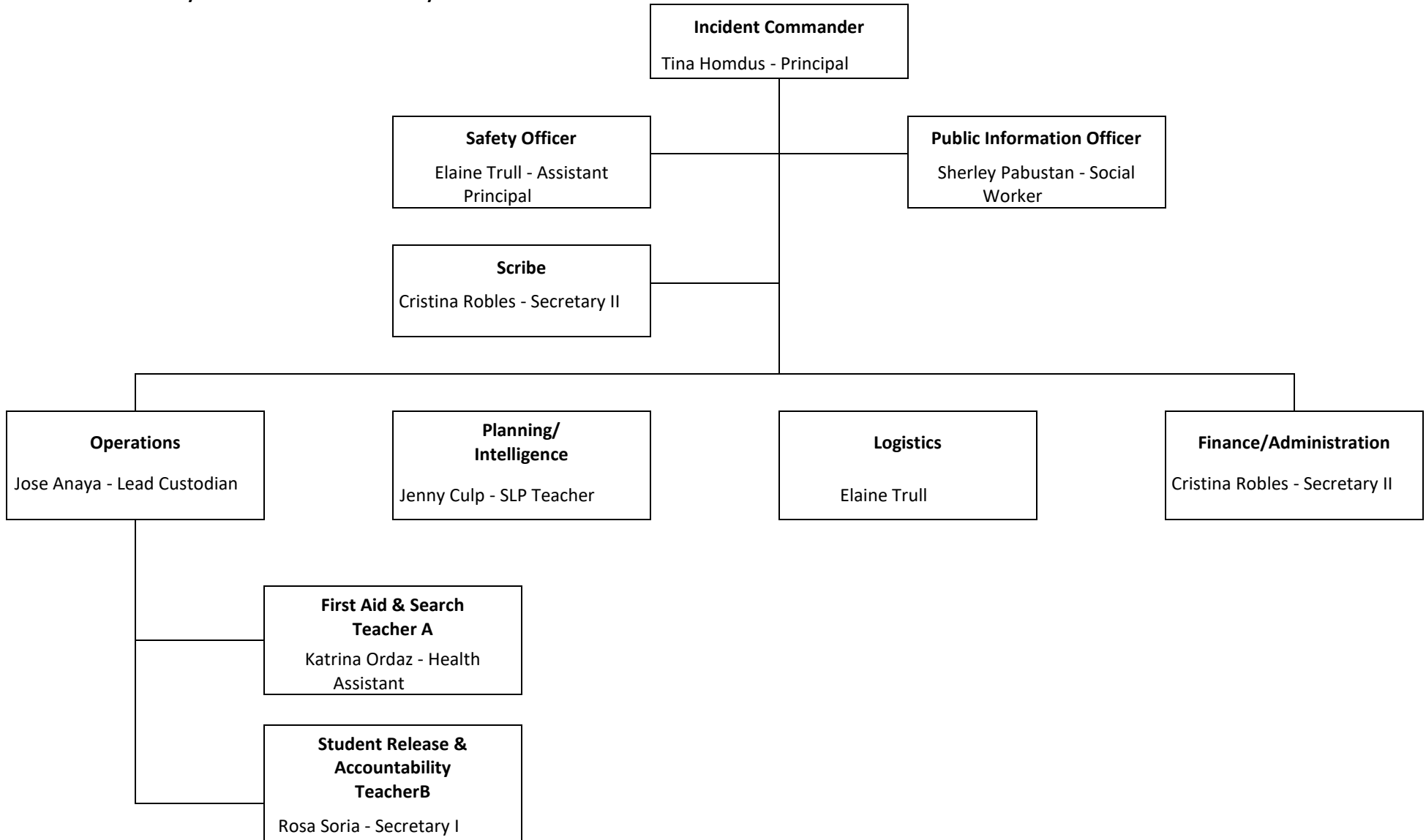
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	(916) 228-3035	
Law Enforcement/Fire/Paramedic	Galt Police Department	(209) 366-7000	
Law Enforcement/Fire/Paramedic	Ambulance Services	911	
Law Enforcement/Fire/Paramedic	Sacramento County Sheriff's Office	(916) 874-5115	
Emergency Services	Sacramento County Child Protective Services	(916) 875-5437	
Emergency Services	Sacramento County Public Health	(916) 558-1784	
Emergency Services	San Joaquin County Child Protective Services	(209) 468-1333	
Law Enforcement/Fire/Paramedic	San Joaquin County Sheriff's Department	(209) 468-4400	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	Sacramento Municipal Utility District (SMUD)	(888) 742-7683	

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)
River Oaks Elementary School Site Council Meeting	January 29, 2024	
River Oaks Elementary School Staff Meeting	February 26, 2024	

River Oaks Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a multistep process:

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine the immediate response action.
4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been identified for emergency situations at GJUESD.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that requires assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a great level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as Blackboard or Synergy.

The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Armed Assault on Campus

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Biological or Chemical Release

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside. Students who are outside should be taken inside as soon as possible –staff should follow Lockdown due to natural disaster, Shelter-in-Place procedures.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

1. Standard fire drill procedures may be followed
2. Ensure the evacuation location is safe and is uphill/upwind from any gasses, or fumes spreading from the spill.
3. If the evacuation area is unsafe, direct students and staff to an appropriate alternate location. If a chemical spill occurs onsite and is localized or contained such as in a science class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.
4. If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
5. If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.
6. Notify 9-1-1 of the chemical or hazardous material incident.
7. Advise of the type of spill/chemical if known
8. Advise of any known injured persons or persons suffering difficulty breathing
 - a. Provide immediate first aid to those in need
9. Follow all instructions given by the fire department
10. Identify a staff member to greet emergency response teams and direct to the impacted area.
11. The principal or designee will notify the district of the incident.

Bomb Threat/ Threat Of violence

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

1. Evaluate the threat:
 - a. The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
 - b. Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated to evacuate.
 - c. Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

1. Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
2. Initiate a safety alert or an action alert depending upon circumstances
 - a. Notify District personnel
 - b. If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
 - c. You may provide specific instructions via school email.
 - d. The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.
 - e. Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.

3. The decision to search a room, building or any other area is the responsibility of the site administrator, but should be made in conjunction with or recommendation from law enforcement or fire authorities.

- a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
- b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted
- c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
- d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
- e. Suspicious items should be reported to administration

4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.

- a. Staff and students should evacuate taking only their personal belongings
- b. Turning off site bell or intercom systems
- c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

- 1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
- 2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration
 - a. Do not share in the information with students unless specifically directed to do so by the administration
- 3. If advised to conduct a search of your work area / classroom
 - a. Conduct a visual search only
 - b. You may open cabinets / drawers, but do not disturb the contents
 - c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description
 - d. Do not touch or move the item, leave it in place
 - e. Evacuate the room
 - f. When all persons have exited, lock the doors to eliminate persons from entering
 - g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

- 1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
 - a. An out of place backpack, without an apparent owner
 - b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.
 - c. An item constructed of PVC or metal pipes with sealed ends
 - d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
 - e. An item that appears to have unusual wires protruding
- 2. If directed by administration or law enforcement to evacuate an area
 - a. Instruct students to take their personal belonging and backpacks with them as they exit
 - b. When the last person has exited the room, lock the door
 - c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
 - d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence:

Procedures have been developed in collaboration with the Galt Police Department. Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Earthquake

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound
 - a. Do not evacuate your location until determined safe or advised to do so
 - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
 - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
 - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group
 - a. Initiate appropriate first-aid or other appropriate care

8. Wait for further instructions.

Administration:

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
 - a. If the site is safe, may advise to return to classrooms
 - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Flooding

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

Administration & Support Staff Actions:

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
 - a. National Oceanic and Atmospheric Administration - www.noaa.gov
 - b. Sacramento County Office of Emergency Services – <https://sacoes.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

Teachers And Other Staff Actions:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
 - a. Quickly exit the room
 - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
 - c. Do not cross any areas of puddled or moving water
 - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

Maintenance Staff Actions:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

Heat Illness Prevention

Air Quality & Extreme Heat

GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;
- limiting vigorous activity; and/or
- postponing or canceling events.

AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly. See attached:

Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Loss or Failure Of Utilities

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Pandemic

ReResponding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:

- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.

- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.
- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

Surveillance and Reporting:

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity report in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness report in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition:

The Centers for Disease Control and Prevention (CDC) defines an influenza-like illness as having the following symptoms:

- Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.
- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and will be updated

Tactical Responses to Criminal Incidents

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Confidential Special Need / Assistance List

To remain compliant with privacy laws, lists of individuals with health concerns or those requiring assistance due to a functional disability should not be kept directly within the tactical plan. The site administrator or designee should keep this list in a secured location they can access in case of a critical emergency and/or evacuation. For the CSSP simple state where this information can be found if needed.

Student Name	Health Concern	Care Plan and Medication

Special Needs Students-Describe:

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Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff-Describe:

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

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Loimer, N., Hofmann, P., Chaudhry, H.R. (1992). Nasal administration of naloxone for detection of opiate dependence. *Journal of Psychiatric Research*, 26, 39-43.

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RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO USE THIS CHART

STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to AirQuality.org.

STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

ACTIVITY	LEVEL 1 GOOD	LEVEL 2 MODERATE	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS	LEVEL 4 UNHEALTHY	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED ²	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ²
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

¹ Sensitive Individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

² To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.



Comprehensive School Safety Plan

2023-2024 School Year

School: Valley Oaks Elementary School
CDS Code: 34 67348 6033310
District: Galt Joint Union Elementary School District
Address: 21 C Street
 Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update: 2/14/24
Date of Review:
 - with Staff 3-4-2-24
 - with Law Enforcement 1-25-2024
 - with Fire Authority 1-25-2024

Approved by:

Name	Title	Signature	Date
David Nelson	Principal		2/13/24
Leah Wheeler	Assistant Principal		2.13.24
Hector Reyes	School Counselor		2.13.24
Araceli Gamez	School Secretary		1/13/24
Sylvia Ferreira	School Site Council Member		2/13/24

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	9
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	13
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	15
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	15
(E) Sexual Harassment Policies (EC 212.6 [b]).....	16
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	20
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	21
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	21
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	22
(K) Hate Crime Reporting Procedures and Policies	25
(J) Procedures to Prepare for Active Shooters.....	25
Procedures for Preventing Acts of Bullying and Cyber-bullying	25
Opioid Prevention and Life-Saving Response Procedures	27
Safety Plan Review, Evaluation and Amendment Procedures.....	29
Safety Plan Appendices.....	29
Emergency Contact Numbers	29
Safety Plan Review, Evaluation and Amendment Procedures.....	30
Valley Oaks Elementary School Incident Command System.....	31
Incident Command Team Responsibilities.....	32
Emergency Response Guidelines	33
Step One: Identify the Type of Emergency	33
Step Two: Identify the Level of Emergency	33
Step Three: Determine the Immediate Response Action	33
Step Four: Communicate the Appropriate Response Action	33
Armed Assault on Campus	34

Biological or Chemical Release..... 34

Bomb Threat/ Threat Of violence 34

Earthquake..... 36

Explosion or Risk Of Explosion 37

Flooding 38

Heat Illness Prevention 38

Loss or Failure Of Utilities 40

Pandemic 40

Tactical Responses to Criminal Incidents 42

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.

A copy of the Comprehensive School Safety Plan is available for review at Valley Oaks Elementary School, 21 C Street, Galt, CA 95632.

Safety Plan Vision

The vision of the Comprehensive School Safety Plan at Valley Oaks is to continue the sense of community at our school. Our safe community school is a place where learning occurs in a welcoming environment free of intimidation or violence, and promotes positive relationships and behavior experiences for all.

Components of the Comprehensive School Safety Plan (EC 32281)

Valley Oaks Elementary School Safety Committee

David Nelson, Principal; Leah Wheeler, Asst. Principal; Hector Reyes, School Counselor; Araceli Gamez, Secretary; Sylvia Ferreira, School Site Council Member

Assessment of School Safety

School safety is a top priority at Valley Oaks Elementary. Self-discipline is a goal toward which we strive for all our students. Valley Oaks has the prime educational responsibility for furthering a positive understanding and practice of discipline among its students. When rights and responsibilities are ignored or forgotten, disciplinary actions become necessary. Among our interventions, suspensions are included.

School Suspension and Expulsion from Valley Oaks shows the following:

Suspensions

2018-2019: 18

2019-2020: 5 (COVID-affected year)

2020-2021: 0 (COVID-affected year)

2021-2022: 8

2022-2023: 9

Expulsions

2018-2019: 0

2019-2020: 0

2020-2021: 0

2021-2022: 0

2022-2023: 0

Data shows that in the 2022-2023 school year, we had 9 students who were suspended from school, which was an increase from 8 in the 2021-2022 school year. This is a percentage of 1.7% of our students were suspended for one (or more) days. Our assessment of the current status of school discipline indicates that the majority of our suspensions have occurred due to failure to follow EC 48900 (a.1). This includes: Caused, attempted to cause, or threatened to cause physical injury to another person (fighting).

We expect to see a decrease in the number of suspensions each school year. While we hold students to a high behavioral standard and work consistently with students through restorative practices and preventative behavior measures and instruction, grievous offenses are not tolerated. We have a consistent school-wide Behavior Norms Matrix that is reviewed every day and we have implemented a school-wide character education program with our school counselor (Second Step). Additionally, we have a full-time bilingual school counselor, who works with students daily on decision-making skills and character building. Over time, our suspensions have reduced from 18 in 2018-2019 to 9 in 2022-2023.

CalSCHLS Student Survey

In the 2022-2023 school year, our 5th and 6th grade students took the CalSCHLS Student Survey. It measures key indicators of Student Climate and Student Well-Being. This survey asks questions about key indicators of school climate and student well-being, in the areas of: School Engagement and Supports, School Safety, Disciplinary Environment, and Lifetime Substance Use. Listed below are the results. The percentage number represents the Average Percent of 5th and 6th grade respondents reporting "Yes, most of the time" or "Yes, all of the time." Data shows that our Valley Oaks students score very high in the areas of Academic Motivation, High Expectations-Adults in School, Parent Involvement in School, Social/Emotional Learning Supports, Anti-Bullying Climate, Feeling Safe on Way To/From School, Rule Clarity, Students Treated with Respect, and in all areas of Substance Abuse.

Key Indicators of School Climate and Student Well-Being

Grade 5%	Grade 6%
School Engagement and Supports	
School connectedness	

64%	62%
Academic motivation	
87%	76%
Caring adults in school	
62%	65%
High expectations-adults in school	
82%	84%
Meaningful participation	
34%	41%
Facilities upkeep	
63%	57%
Parent involvement in schooling	
76%	71%
Social and emotional learning supports	
73%	75%
Anti-bullying climate	
70%	73%

School Safety

Feel safe at school	
67%	62%
Feel safe on way to and from school	
89%	79%
Been hit or pushed	
37%	22%
Mean rumors spread about you	
33%	29%
Called bad names or target of mean jokes	
38%	42%
Saw a weapon at school	
8%	12%

School Disciplinary Environment

Rule clarity	
86%	90%
Students well behaved	
50%	41%
Students treated fairly when break rules	
50%	54%
Students treated with respect	
75%	75%

Substance Use, Routines, Peer Relationships and Physical/Mental Health

Alcohol or drug use	
19%	19%
Marijuana use	
0%	0%
Cigarette use	
0%	2%
Vaping	
0%	0%
Late bedtime (after 10 pm)	
17%	56%
Cyberbullying	
11%	17%

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

Valley Oaks School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year a school-wide discipline program with clearly defined rules and expectations is communicated to parents and students. Parents and students are provided with a school handbook that reviews all school rules. Students are also reminded during morning announcements each day about the school rules and how to apply them during the school day. "Second Step", a program designed to help students with their social and decision-making skills, has been expanded in use and is taught to all students in all grades. Throughout the year teachers continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Valley Oaks School. Any visitor to Valley Oaks School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Ten yard supervisors work throughout the day to monitor student safety on the playground and in the cafeteria. Regular staff meetings are held for yard supervisors which provide ongoing training and address safety issues. School safety rules are well established and are enforced by all staff members. Surveillance cameras are used to monitor entrances, exits, and student areas. In addition, security fencing, with safety gates were installed at the end of the 2018-2019 school year. This allows, during the day, only one entrance into Valley Oaks - through the office.

The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. To assist with this, the district provides two full-time and two part-time custodial staff to clean and maintain the school on a regular basis. Site repairs and landscaping care are addressed through the district maintenance and operations department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

Valley Oaks school pride shows through the care of our facilities by staff, students and parents. Students are mindful of using walkways rather than grassy areas. School rules promote taking care of school property.

Intense modernization efforts took place at Valley Oaks during the 2018-2019 school year, including renovation of three main buildings (HVAC, electrical, exterior wood/paint, roofing, etc.) and of the Multi-Use Room and cafeteria/kitchen.

PREVENTATIVE MEASURES

Drills

Fire Drills (Monthly) and Lockdown drills (2x yearly) are conducted at Valley Oaks to help promote knowledge of proper procedures for students and staff in case of a fire or intruder/active shooter.

Campus Security

In order to strengthen our security efforts for safe schools across the district, these additional procedures are followed:

Classroom doors will be locked during the school day

Specific locations are designated for student drop-off and pick-up

Protocols are in place to ensure the safety of students during emergency situations

Security surveillance equipment is appropriately utilized

Law enforcement and mental health professionals participated in the review and update of campus security protocols

Direct communication can be made to the district office and to local law enforcement

Stinger Cards

As a school community, we understand the need to recognize positive behaviors and actions from the students in order to maintain a school that promotes peace and positivity. One of the ways this is accomplished is through the use of "Stinger Cards". Stinger Cards are given throughout the school day to students who demonstrate one (or more) positive character traits (Caring, Honesty, Responsibility, Integrity, Respect for Others, Citizenship, Planning and Decision Making, and Problem Solving). Students may receive a pencil when they enter their Stinger Cards in the Stinger Card containers in the office. Winners are selected each week on Friday and at the Monthly Sing-Along, and each winner is entitled to a choice of a prize from the Principal's Prize Box.

Principal's Pat on the Back

Another way that the Valley Oaks community promotes positive school culture and behavior is through the distribution of the "Principal's Pat on the Back" certificate. Teachers recognize student behavioral, social, and academic successes by filling out a Principal's Pat on the Back certificate. Each morning, the principal reads over the school intercom system the names of the students who receive this recognition. The teacher then presents the Principal's Pat on the Back certificate to the student in the classroom.

Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put student strengths into action. Students set goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we will create higher engagement and hope for our youth. Students in 4th grade take the Gallup Strengths Finder Assessment, which highlights 3 strengths in each student. Teachers of students in Grades K-3 help "spot" strengths in them and encourage students to know and utilize their strengths.

Character Education

Character education teaches the habits of thought and deeds that help people live and work together as families, friends, neighbors, communities and nations. Character education will enable students and adults to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Character education is approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions. At Valley Oaks, we continue to recognize students for displaying the Eight Great Traits. We do this on a daily basis through the issuing of Stinger Cards and on a monthly basis by recognizing students at our Monthly Sing-Along. Each teacher chooses a student(s) who has displayed the "Trait of the Month" and they are publicly recognized in the Sing-Along. Additionally, each student who earns "Trait of the Month" may be recognized on the school's social media sites and/or school newsletter and gets to have "Pizza with the Principal".

Relational Aggression Training

Sometimes relational aggression is referred to as emotional bullying or the "mean girl" phenomenon and involves social manipulation such as:

- excluding people from a group
- spreading rumors
- breaking confidences or sharing secrets
- recruiting others to dislike a target

In general, girls tend to be more relationally aggressive than boys, especially during fourth grade through eighth grade. This year is the 4th year in which students in grades 4-6 have received training on what Relational Aggression is and how to best avoid it.

In 2023-2024 a training for boys is being created that is more reflective of issues that boys tend to have: "roasting", name-calling, and physical aggression.

Parent Involvement

Parental involvement is increased by promoting events such as Back to School Night, Family Math Night, Family Literacy Night, Open House, Día del Niño, Fall Carnival, Family Art Night, and other events. Parents are an integral part of the English Language Advisory Committee, Parent Teacher Organization (PTO), and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Report Cards and access to the grade book through the Synergy ParentVue Parent Portal. Additionally, information on district-level parenting classes disseminates literature on effective parenting skills and involvement in the education of their children.

Communication with parents is achieved through multiple means. Valley Oaks has a school website, Facebook page, Instagram, and Twitter account. Updates occur regularly, and the school-wide Blackboard Connect system is also used to relay important messages via phone call, email messages, and text messages.

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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Sacramento County Child Protective Services
3331 Power Inn Road, Sacramento, CA 95826
916-875-5437

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

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter.
(Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

The selected person shall not participate in the interview.

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

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan (See Appendix C-F)

The Galt Joint Union School District maintains an Emergency Binder at each school site with site specific evacuation maps, critical phone numbers and emergency procedures. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures; student and staff drills are conducted as listed below.

Earthquake Drill:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (Education Code 32282).

1. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.
2. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective Measures to be taken, before, during and after an earthquake:

Mitigation:

Assess existing or potential hazards on and off campus.
Identify non-structural hazards on campus

Preparedness:

Establish and Train in NIMS/SEMS and ICS
Conduct drills for students and staff in Drop/Cover/Hold
Conduct evacuation drills for students and staff
Coordinate, plan and train with law enforcement and fire
Acquire emergency equipment and supplies

Response:

Evacuate buildings and the school campus if necessary
Release students as needed
Initiate search and rescue efforts as needed
Handle triage medical aid, and mental health emergencies as needed.

Recovery and Reconstruction:

Assess building and campus safety and damage
Identify contacts for support as needed
Mobilize the Crisis Response Team as needed
Make plans to relocate classes and other academic business at an alternate site as needed.
Track costs to delineate expenditures
Debrief

Fire Drills:

Fire Drill EC sections 32001–32004. Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire alarm, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Lockdown and Shelter In-Place Drills:

Lockdown/Shelter In Place Drills are held once a trimester. Lockdown and Shelter-In-Place procedures were developed in collaboration with the Galt Police Department. The Galt Police Department participates in one drill per year to provide feedback.

Evacuation Procedures:

In the event that staff and students need to evacuate the school site, staff will follow the evacuation route to the designated evacuation site; and follow evacuation procedures for reunification with families. Please remember to take Emergency Folders with you

Adaptations for Students with Disabilities

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

1. Are pregnant
 2. Have broken bones or other temporary injury
 - 3 Have PTSD
 4. Diagnosed with Autism or other social / sensory conditions
 5. Use specialized medical equipment – wheelchairs, crutches, braces, etc.
 6. Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Public Agency Use of School Buildings for Emergency Shelters

Per Board Policy 3516, The Galt Joint Union Elementary School District shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs (Education Code 32282). All requests for the use of this facility will be forwarded to the facility dept. at (209) 209-744-4545 ext. 311 (district office).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

District Jurisdiction A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

1. Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
2. Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil's expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances: ? Causing serious physical injury to another person, except in self-defense.

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
3. Robbery or extortion.
4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.
5. That the student's presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board's finding:
6. That other means of correction are not feasible or have failed in the past
7. That the student's presence creates a continuing danger to the physical safety of the student or others

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

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.

2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Board Policy and Administrative Regulations: 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 304
knijjar@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

Dress and Grooming Board Policy and Administrative Regulations 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

There are two main drop-off and pick-up points for students at Valley Oaks. The main drop-off/pick up area is at the front of the school, and the secondary drop-off/pick-up area is on the east side of the school. At the front of the school, there is space for parents to park their vehicles either directly in front of the school or across the street. There are three different crosswalks at the front of the school, and each of these crosswalks has Yard Supervisors assisting students and families cross the street to get to/from school. There are additional Yard Supervisors providing supervision of students as they arrive to/leave school. The secondary drop-off/pick-up area on the east side of the school also has a crosswalk that is monitored by a Yard Supervisor before and after school. Students enter/exit through the east gate.

Valley Oaks has four gated entrances at the front of the school. One of the gated entrances is for cafeteria entrance only. This gate is opened at 7:30am for students who enter the cafeteria for breakfast. Students remain in the cafeteria until 7:45am, at the earliest. The other three gated entrances at the front of the school are closed until 7:45am, when Yard Supervisors open them for students to enter campus. With the exception of Kindergarten students and students in Special Education, parents are not permitted on campus without checking in at the main office. At 8:00am, all gates, including the east gate/entrance are closed and remain closed throughout the entire school day, until students are dismissed at 2:30pm. Parents or visitors coming on to the Valley Oaks campus need to check in at the office, sign in, and wear a visitor's pass at all times when on campus, and return their visitor pass when they exit the school through the office.

Valley Oaks Staff has two parking areas - the main parking lot on the east side of the school, and a smaller parking lot on the west side of the school. These parking areas are for Valley Oaks staff only, as there are just enough parking spaces for the entire Valley Oaks staff. A Yard Supervisor is at the entrance of the main staff parking lot before school to ensure adequate staff parking and flow of parents dropping their students off.

At Valley Oaks, there is a drive-thru bus pick-up/drop-off area. Due to the limited number of buses that come to Valley Oaks, this area can also be used for parents picking up/dropping off students. However, when a bus is present, the bus has the right of way, and no other vehicles may block or get in the way of the buses.

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

Component:

Social

Element:

School-wide suspensions (cyberbullying)

Opportunity for Improvement:

Over the last few years, we have seen an increase in the number of students who have been suspended from school for utilizing technology to cyberbully other students. We look to decrease the number of cyberbullying incidents by increasing student awareness of what cyberbullying is, how to avoid it, how to report it, and the consequences for students who engage in cyberbullying.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the number of students suspended for cyberbullying	Hold assemblies for each grade level, making students aware of what cyberbullying, how and why it is not allowed, how to report it, and what the consequences are for those who engage in cyberbullying.	School suspension data; Leading research data on cyberbullying in schools.	David Nelson, Principal; Leah Wheeler, Asst. Principal; Hector Reyes, Counselor	

Component:

Physical

Element:

School Repairs (Interior/Exterior)

Opportunity for Improvement:

According to our recent Facility Inspection Tool (FIT) Report, there are identified areas of the school that need to be repaired.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Keep the school facilities safe by making repairs to identified interior/exterior areas of the school.	Site personnel will coordinate with district office personnel and the district maintenance team to plan and carry out repairs to the areas identified in the FIT report	Site Custodial Team, District Maintenance Team, District Office Personnel	David Nelson, Principal; Alejandra Garibay, CBO.	

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

Valley Oaks Elementary School Student Conduct Code

Valley Oaks Elementary has four core school rules: 1) Be Safe, 2) Be Responsible, 3) Be Respectful, and 4) Be Kind.

Conduct Code Procedures

Behavior Policy

It is our goal to make our school a safe and engaging place for students to learn. It is our goal to have a consistent and predictable policy that everyone can understand and support. The following four behaviors summarize our behavior expectations for our students:

BE SAFE

- Keep hands, feet and objects to yourself
- Demonstrate good sportsmanship by using school equipment appropriately, stay on the playground area and use sidewalks
- Keep inappropriate comments to yourself

BE RESPECTFUL

- Follow adult directions
- Be polite to adults and students
- Listen to what others have to say
- Wait your turn
- Leave others' work and belongings alone
- Try to understand the needs of others
- Be thoughtful of others' opinions and beliefs
- Use appropriate language at all times
- Remove hats before entering any building

BE RESPONSIBLE

- Follow school rules
- Complete your work
- Take care of school property
- Make coming to school a priority
- Accept responsibility for your mistakes
- Wear appropriate clothing for school
- Deliver all school communication to parents

BE KIND

Help others

Be friendly

Give compliments, not put downs

Try to understand the needs of others

Be considerate of others' feelings

Use words like please, thank you, excuse me

Each classroom teacher designs their management system and communicates that with students and family in the beginning of the school year. Students not following school rules while on the playground, cafeteria or around school campus may receive a Behavior Citation (from Yard Supervisors) or a Behavior Report (from teacher). When receiving a Behavior Report, the school personnel will discuss the reason for the citation with the child and a form will be given to the student to take home for parent/guardian signature. Behavior Reports must be returned to the teacher/issuer on the following school day. Efforts were made during the 2018-2019 school year, through the Valley Oaks Leadership Team, to make a comprehensive system of expectations and consequences for behavior at the school. The Behavior Norms Matrix is part of these school-wide expectations.

Office Referral

More serious behaviors are handled through an Office Referral. The student will be called to the office to discuss the problem and the consequences can include a parent conference (phone or in person), loss of participation in a school sponsored activity, and/or in-school suspension or at-home suspension.

Students will be sent to the office to speak with an administrator for the following reasons:

Fighting (engaging in, threatening or attempting)

Disrespect

Defacing/destruction of school property

Defiance of authority

Exhausting the classroom management system

We will work together to encourage your child to make appropriate choices and follow school rules.

In addition to the general rules, specific rules must also be followed while in the cafeteria, playground and while riding the bus. A suspension can affect the participation of special classroom functions such as a field trip, promotion activities, etc. If behavior is a serious concern, the parent will be asked to attend any off-school grounds activities with their child to assist with supervision.

School-wide Rules

- Walk on sidewalks and blacktop
- Hands-off policy: Keep your hands and feet to yourself
- Objects that are dangerous to others should not be brought to school. Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons
- Toys, cards, sports equipment, music devices, cameras and any other electronic devices are not allowed at school during school hours
- Cell phones must be turned off and kept in backpack when a student enters the school campus
- Gum, candy, soda, or sunflower seeds are not allowed
- Students must play in the designated play areas only
- Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
- Bathrooms are not to be played in
- Students are not allowed in classrooms without an adult present

Playground Rules

- Walk on the blacktop
- Footballs, soccer balls must be on the grass area at all times
- Balls may be thrown or bounced on the blacktop (no kicking)
- Dodge ball must be played on the printed circle- keep balls below the waist
- Food is not allowed on the playground, only at the tables/designated areas for eating
- Take turns using the drinking fountain

- Jumping from any climbing equipment is not allowed
- Use the ladder to get up to the slide and slide down in a sitting position, feet first
- Playing tag or running around climbing equipment is not allowed
- Follow the rules of the sport you are playing
- Games will be stopped if there is any rough playing or arguing
- Seek help and assistance from an adult when a conflict occurs
- Balls may be bounced against ball walls only
- Rainy/wet days – the only balls out are basketballs, four-square, and tether balls (depending on how wet the ground is)
- Equipment is not to be used if it is wet and slippery
- When the bell rings stop play and listen for the “un-freeze” whistle
- Drinks and restroom use must be completed before the ending recess bell rings

Cafeteria Rules

- Walk in a straight line
- Keep hands and feet to yourself at all times
- Remain seated until your table is dismissed
- Help us maintain a clean place to eat
- Raise your hand if you need any type of assistance
- Place all balls and recess equipment in the area by the front doors
- Sit at your assigned table/space at the table
- Talking softly to friends at your table is o.k. - shouting is not
- Eat your own food, not other people’s food
- If you need to go to the restroom, raise a hand to ask for permission
- Wait to be dismissed before dumping your tray
- Walk inside the cafeteria at all times

Bus Rules

- The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:
- Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stop.
- Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.
- When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.
- Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of your body inside the bus. Keep the aisle clear at all times.
- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.
- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver’s attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian. and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

(K) Hate Crime Reporting Procedures and Policies

Per Board Policy 5145.9 Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law.

Opioid Prevention and Life-Saving Response Procedures

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017).

In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

RECOGNIZE:

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

1. Respiratory depression evidenced by slow respirations or no breathing (apnea)
2. Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

1. Presenting symptoms
2. History
3. Report from bystanders
4. School nurse or staff prior knowledge of person
5. Nearby medications, illicit drugs or drug paraphernalia

RESPOND:

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.

5. Tilt their chin up to open the airway.
6. Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
7. If present. remove it.
8. If using mask, place and hold mask over mouth and nose.
9. If not using mask, pinch their nose with one hand and place your mouth over their mouth
10. Give 2 even, regular-sized breaths.
11. Blow enough air into their lungs to make their chest rise.
12. If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
13. If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose. Breathe again.
14. Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

1. Place person in recovery position (lying on their side).
2. Stay with the person until help arrives.
3. Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

REFER:

1. Have the individual transported to nearest medical facility, even if symptoms seem to get better.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations.

Safety Plan Review, Evaluation and Amendment Procedures

The Safety Plan will be created and reviewed by the School Site Council, the Site Safety Team, and the school staff. As it is reviewed and evaluated, if/when there are items discussed to be added to/removed from the document, it will be reviewed by all of the named groups/teams, and an amendment to the Safety Plan may be created. It then would be submitted to the district administration and school board for approval, if necessary.

Safety Plan Appendices

Emergency Contact Numbers

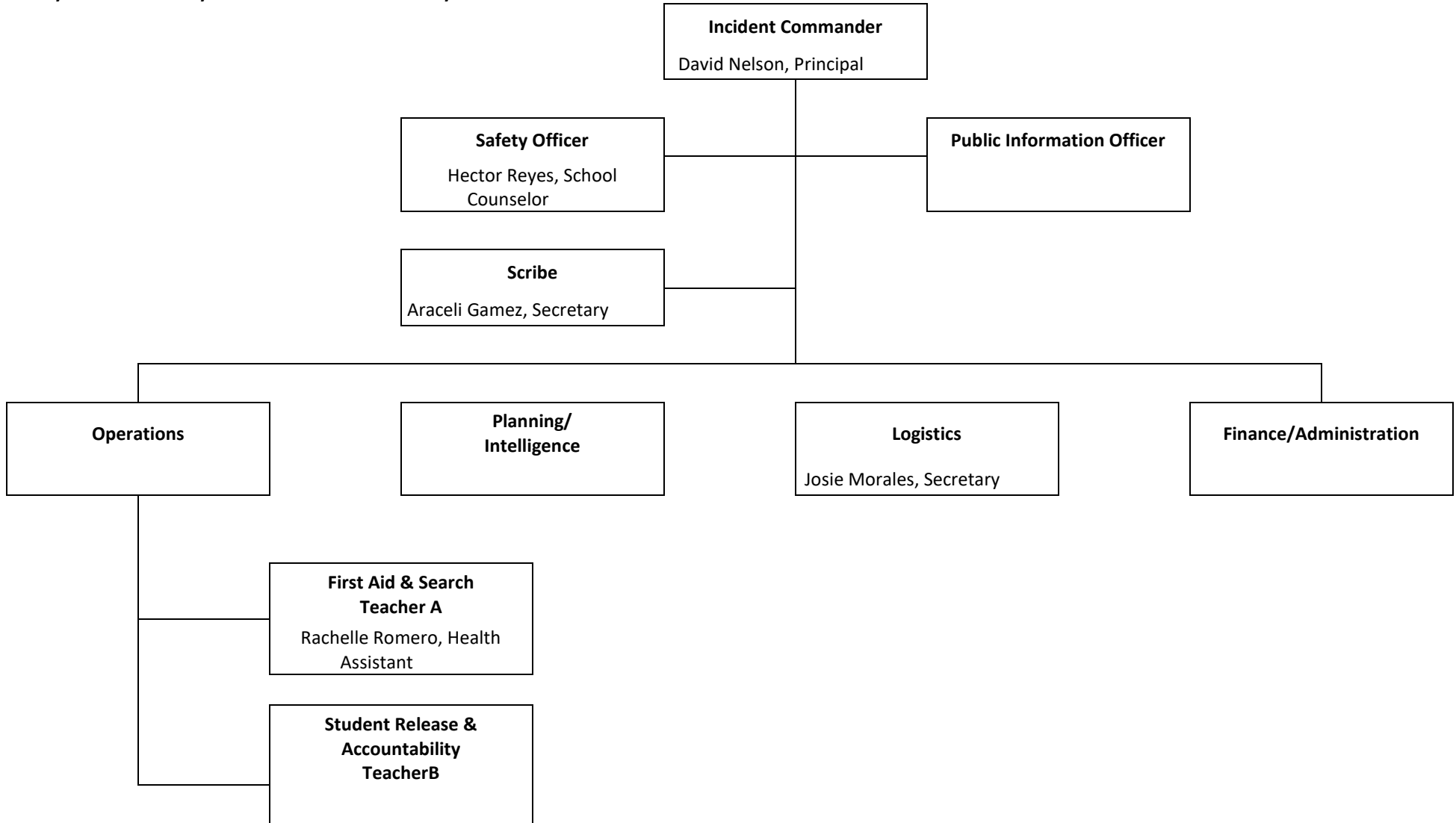
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	(916) 228-3035	
Law Enforcement/Fire/Paramedic	Galt Police Department	(209) 366-7000	
Law Enforcement/Fire/Paramedic	Ambulance Services	911	
Law Enforcement/Fire/Paramedic	Sacramento County Sheriff's Office	(916) 874-5115	
Emergency Services	Sacramento County Child Protective Services	(916) 875-5437	
Emergency Services	Sacramento County Public Health	(916) 558-1784	
Emergency Services	San Joaquin County Child Protective Services	(209) 468-1333	
Law Enforcement/Fire/Paramedic	San Joaquin County Sheriff's Department	(209) 468-4400	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	Sacramento Municipal Utility District (SMUD)	(888) 742-7683	

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)
Review with School Site Council; Approval	2/14/24; 3:00pm	
Review with Staff	3/04/24; 8:15am	

Valley Oaks Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a multistep process:

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine the immediate response action.
4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been identified for emergency situations at GJUESD.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that requires assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a great level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Off-site Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as Blackboard or Synergy.

The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Armed Assault on Campus

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Biological or Chemical Release

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside. Students who are outside should be taken inside as soon as possible –staff should follow Lockdown due to natural disaster, Shelter-in-Place procedures.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

1. Standard fire drill procedures may be followed
2. Ensure the evacuation location is safe and is uphill/upwind from any gasses, or fumes spreading from the spill.
3. If the evacuation area is unsafe, direct students and staff to an appropriate alternate location. If a chemical spill occurs onsite and is localized or contained such as in a science class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.
4. If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
5. If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.
6. Notify 9-1-1 of the chemical or hazardous material incident.
7. Advise of the type of spill/chemical if known
8. Advise of any known injured persons or persons suffering difficulty breathing
 - a. Provide immediate first aid to those in need
9. Follow all instructions given by the fire department
10. Identify a staff member to greet emergency response teams and direct to the impacted area.
11. The principal or designee will notify the district of the incident.

Bomb Threat/ Threat Of violence

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

1. Evaluate the threat:
 - a. The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
 - b. Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated to evacuate.
 - c. Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

1. Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
2. Initiate a safety alert or an action alert depending upon circumstances
 - a. Notify District personnel
 - b. If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
 - c. You may provide specific instructions via school email.
 - d. The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or

fire authorities.

e. Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copycat threats intended to disrupt learning activities.

3. The decision to search a room, building or any other area is the responsibility of the site administrator, but should be made in conjunction with or recommendation from law enforcement or fire authorities.

- a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
- b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted
- c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
- d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
- e. Suspicious items should be reported to administration

4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.

- a. Staff and students should evacuate taking only their personal belongings
- b. Turning off site bell or intercom systems
- c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration
 - a. Do not share in the information with students unless specifically directed to do so by the administration
3. If advised to conduct a search of your work area / classroom
 - a. Conduct a visual search only
 - b. You may open cabinets / drawers, but do not disturb the contents
 - c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description
 - d. Do not touch or move the item, leave it in place
 - e. Evacuate the room
 - f. When all persons have exited, lock the doors to eliminate persons from entering
 - g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
 - a. An out of place backpack, without an apparent owner
 - b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.
 - c. An item constructed of PVC or metal pipes with sealed ends
 - d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
 - e. An item that appears to have unusual wires protruding
2. If directed by administration or law enforcement to evacuate an area:
 - a. Instruct students to take their personal belonging and backpacks with them as they exit
 - b. When the last person has exited the room, lock the door
 - c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
 - d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence

Procedures have been developed in collaboration with the Galt Police Department. Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Earthquake

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound
 - a. Do not evacuate your location until determined safe or advised to do so
 - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
 - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.

5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
 - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group
 - a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

Administration:

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
 - a. If the site is safe, may advise to return to classrooms
 - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Flooding

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

Administration & Support Staff Actions:

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
 - a. National Oceanic and Atmospheric Administration - www.noaa.gov
 - b. Sacramento County Office of Emergency Services – <https://sacoes.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

Teachers And Other Staff Actions:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
 - a. Quickly exit the room
 - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
 - c. Do not cross any areas of puddled or moving water
 - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

Maintenance Staff Actions:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

Heat Illness Prevention

Air Quality & Extreme Heat

GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;
- limiting vigorous activity; and/or
- postponing or canceling events.

AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly. See attached:

Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and

parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Loss or Failure Of Utilities

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action.
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Pandemic

Responding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:

- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.
- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.
- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

Surveillance and Reporting:

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity report in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness report in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition:

The Centers for Disease Control and Prevention (CDC) defines an influenza-like illness as having the following symptoms:

- Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.
- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and will be updated as needed, per Public Health requirements.

Tactical Responses to Criminal Incidents

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Confidential Special Need / Assistance List

To remain compliant with privacy laws, lists of individuals with health concerns or those requiring assistance due to a functional disability should not be kept directly within the tactical plan. The site administrator or designee should keep this list in a secured location they can access in case of a critical emergency and/or evacuation. For the CSSP simple state where this information can be found if needed.

Student Name	Health Concern	Care Plan and Medication

Special Needs Students-Describe:

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff-Describe:

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

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Loimer, N., Hofmann, P., Chaudhry, H.R. (1992). Nasal administration of naloxone for detection of opiate dependence. *Journal of Psychiatric Research*, 26, 39-43.

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VO SCHOOL-WIDE BEHAVIOR MATRIX



	CAFETERIA	PLAYGROUND	WALKWAYS	RESTROOM	OFFICE
BE SAFE	<ul style="list-style-type: none"> *keep YOUR hands & YOUR food to YOURself *quiet voices *walk at all times 	<ul style="list-style-type: none"> *follow established rules/expectations for games, structures & equipment *walk on the blacktop *keep your hands, feet & body to yourself *NO chase games 	<ul style="list-style-type: none"> *walk in line with eyes forward *hands to self *stay outside of white door lines *stay on walkways and in designated areas *do NOT open gates for <i>anyone</i> to come onto school campus 	<ul style="list-style-type: none"> *use restroom for intended purpose *keep feet on ground *use restroom by yourself (no big friend group) 	<ul style="list-style-type: none"> *walk at all times *keep walkway in front of desk clear *keep body still
BE RESPONSIBLE	<ul style="list-style-type: none"> *politely pick up after yourself *follow entry, dismissal, and exit procedures *follow all adult directions *food stays in the cafeteria 	<ul style="list-style-type: none"> *follow all adult instructions *use and return equipment properly *take care of your own needs before the bell (restroom, drink, snack) *leave sticks on the ground *hands off others - no tag games 	<ul style="list-style-type: none"> *walk on walkways only *keep hands & feet to self *walk in straight line *keep playground balls/ equipment in hands until playground 	<ul style="list-style-type: none"> *use and dispose of supplies appropriately *respect fixtures and use for intended purpose *TP in toilet; Paper towels in garbage 	<ul style="list-style-type: none"> *sit where directed & stay seated *must have a pass or a stinger card to be in the office during school hours
BE RESPECTFUL (Voice level 0 = Silent; Voice level 1 = Whisper; Voice Level 2 = Normal Voice; Voice Level 3 = Outside Voice)	<ul style="list-style-type: none"> *keep hands to self *keep own food on own tray *follow adult directions without argument *talk to elbow partner at voice level 1-2 	<ul style="list-style-type: none"> *listen/speak to YS as you would your teacher *take turns/don't interfere with others' games *show good sportsmanship *take care of equipment *water fountains are for drinking only 	<ul style="list-style-type: none"> *be agreeable with all school staff *keep voice level to 0-1 *respect classes in session *hands-off safety fencing 	<ul style="list-style-type: none"> *flush toilet when done *be quick and quiet *respect privacy of others *voice level 1-2 	<ul style="list-style-type: none"> *QUIET (people are working) Voice Level 0-1 *wait your turn (patience) *mind your own business
BE KIND	<ul style="list-style-type: none"> *use kind words w/everyone *use table manners (clean up) *be patient *be helpful 	<ul style="list-style-type: none"> *be inclusive and welcoming *use kind and encouraging words *respect games already in progress *wait your turn 	<ul style="list-style-type: none"> *greet others with a smile & quiet hello *"stay to the right & be polite" 	<ul style="list-style-type: none"> *report any issues to your teacher *wait your turn *put trash in garbage can 	<ul style="list-style-type: none"> *use "please and "thank you" when someone helps you *wait your turn

*** This list shows examples of behavior expectations. It does NOT list every possible behavior. ***

RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO USE THIS CHART

STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to AirQuality.org.

STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

ACTIVITY	LEVEL 1 GOOD	LEVEL 2 MODERATE	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS	LEVEL 4 UNHEALTHY	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED ²	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ²
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

¹ Sensitive Individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

² To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.



Comprehensive School Safety Plan

2023-2024 School Year

School: Vernon E. Greer Elementary School
CDS Code: 34 67348 0119420
District: Galt Joint Union ESD
Address: 248 W. A Street
 Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update:
Date of Review:
 - with Staff
 - with Law Enforcement 1-25-2024
 - with Fire Authority 1-25-2024

Approved by:

Name	Title	Signature	Date
Leah Wheeler	Assistant Principal	<i>Leah Wheeler</i>	2-13-24
Sofia Flores	Principal's Secretary	<i>Sofia Flores</i>	2/13/24
Lucia Walker	Attendance Secretary	<i>Lucia Walker</i>	2/13/24
Lisa Pino	School Counselor	<i>Lisa Pino</i>	2/13/24
Stephanie Simonich	Principal	<i>Stephanie Simonich</i>	2/13/24
Jennifer Doberneck	Health Assistant	<i>Jennifer Doberneck</i>	2/13/24

Name	Title	Signature	Date
Lien Xi	Mental Health Clinician	NA	
Ingrid Carrillo	BOA	<i>Ingrid Carrillo</i>	2-13-24
Dani Anderson	Speech and Language	<i>Dani Anderson</i>	2/13/24
Veronica Salgado	Extended Learning Coordinator	<i>Veronica Salgado</i>	2-13-24

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	10
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	14
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	16
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	16
(E) Sexual Harassment Policies (EC 212.6 [b]).....	17
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	21
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	22
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	22
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	23
(K) Hate Crime Reporting Procedures and Policies	25
(J) Procedures to Prepare for Active Shooters.....	26
Procedures for Preventing Acts of Bullying and Cyber-bullying	26
Opioid Prevention and Life-Saving Response Procedures	27
Safety Plan Appendices.....	30
Emergency Contact Numbers	30
Safety Plan Review, Evaluation and Amendment Procedures	31
Vernon E. Greer Elementary School Incident Command System	32
Incident Command Team Responsibilities.....	33
Emergency Response Guidelines	34
Step One: Identify the Type of Emergency	34
Step Two: Identify the Level of Emergency	34
Step Three: Determine the Immediate Response Action	34
Step Four: Communicate the Appropriate Response Action	34
Armed Assault on Campus	34
Biological or Chemical Release.....	35

Bomb Threat/ Threat Of violence 35

Earthquake..... 36

Explosion or Risk Of Explosion 38

Flooding 39

Heat Illness Prevention 39

Loss or Failure Of Utilities 40

Pandemic 41

Tactical Responses to Criminal Incidents 43

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.

<https://greer.galt.k12.ca.us/School/Safety/index.html>

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

Safety Plan Vision

Vision

Greer Elementary School's Comprehensive School Safety Plan Vision is to increase the sense of "community" at our school. A safe community school is a place where learning can occur in a welcoming environment free of intimidation, violence, and fear for all.

Mission

Greer Elementary is committed to the safety and security of students, staff, and visitors. Professional development and collaborative partnerships are necessary to the success of the safety plan and emergency management efforts that include prevention, preparedness, response, and recovery relevant to potential natural and human-caused crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Vernon E. Greer Elementary School Safety Committee

Stephanie Simonich-Principal
Leah Wheeler-Assistant Principal
Sofia Flores-Principal's Secretary
Lisa Pino-Counselor
Danielle Anderson: Speech Therapist
Lucia Walker-Attendance Secretary
Jennifer Doberneck-Health Assistant
Lien XI Mental Health Clinician
Ingrid Carrillo BOA
Veronica Salgado Extended Learning Coordinator

Assessment of School Safety

Vernon E. Greer Site Suspension & Expulsion Data:

Suspension Data

2019-2020 = 4
2020-2021 = 0
2021-2022 = 4
2022-2023 = 34

Expulsion Data

2019-2020 = 0
2020-2021 = 0
2021-2022 = 1
2022-2023 = 1

As noted on the California Dashboard, 3.3% of students were suspended at least one day. This is an increase of 2.8% compared to the previous year.

We expect to see a decrease in the number of suspensions each school year. The decrease should be attributed to the consistent school-wide management system and TK-6 implementation of the character education program Second Step.

Vernon E. Greer School Attendance Rates

As noted on the California Dashboard, 33.3% of students were chronically absent. This is a decline of 24% compared to the previous year.

Vernon E. Greer California Healthy Kids Survey Results

In the 2022-2023 school year, the 5th and 6th grade learners took the California Healthy Kids Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

Anti-Bullying Climate

82% of 5th grade learners and 94% of 6th grade learners indicated that grown-ups make it clear that bullying is not allowed. 79% of 5th grade learners and 70% of 6th grade learners indicated that if they tell a teacher, the teacher will do something to help.

School Environment, School Connectedness, and Academic Motivation

66% of 5th grade learners and 60% of 6th grade learners indicated that teachers and grown-ups at school care about them.
44% of 5th grade learners and 57% of 6th grade learners indicated that teachers and grown-ups at school listen when they have something to say.
46% of 5th grade learners and 53% of 6th grade learners indicated that teachers and grown-ups at school make an effort to get to know them.
62% of 5th grade learners and 56% of 6th grade learners indicated that adults who work at this school tell them they do a good job.
74% of 5th grade learners and 85% of 6th grade learners indicated that adults who work at this school believe that every student can be a success.
70% of 5th grade learners and 43% of 6th grade learners indicated that they feel like they are part of this school.
67% of 5th grade learners and 53% of 6th grade learners indicated that they feel safe at this school.

Social Emotional Health

72% of 5th grade learners and 72% of 6th grade learners indicated that they have belief in self.
64% of 5th grade learners and 68% of 6th grade learners indicated that they have belief in others.
77% of 5th grade learners and 72% of 6th grade learners indicated that they are persistent.
59% of 5th grade learners and 63% of 6th grade learners indicated that they have school supports.
68% of 5th grade learners and 72% of 6th grade learners indicated that they have peer supports.
63% of 5th grade learners and 68% of 6th grade learners indicated that they have the strength of empathy.
54% of 5th grade learners and 50% of 6th grade learners indicated that they feel optimistic.
74% of 5th grade learners and 57% of 6th grade learners indicated that they are thankful regarding school.
76% of 5th grade learners and 76% of 6th grade learners indicated that they have a growth mindset.
25% of 5th grade learners and 32% of 6th grade learners indicated that they have social emotional distress.

Promotion of Parent Involvement

90% of parents indicate this school promptly responds to phone calls, messages, or emails.
88% of parents indicate this school is welcoming to and facilitates parent involvement.
84% of parents indicate this school encourages parents to be active partners in educating their child.
98% of parents indicate that school staff treat parents with respect.
92% of parents indicate teachers at this school communicate with parents about what their children are expected to learn in class.
90% of parents indicate school staff take parents' concerns seriously.
96% of parents indicate this school is a safe place for their children.

Staff Working Environment

87% of staff indicate this is a supportive and inviting place for staff to work.
81% of staff indicate this school promotes trust and collegiality among staff.
94% of staff indicate this is a safe place for staff.
88% of staff indicate adults who work at this school have close professional relationships with one another.
94% of staff indicate adults who work at this school support and treat each other with respect.
97% of staff indicate adults who work at this school feel a responsibility to improve this school.

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

Greer Elementary School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year, a school-wide discipline program with clearly defined rules and expectations is communicated to teachers, staff, parents, and students. Throughout the year teachers and staff continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Greer Elementary School. Any visitor to Greer Elementary School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the day to monitor student safety on campus, the playground, and in the cafeteria. Eight-yard supervisors work after school to monitor student safety on campus. Monthly staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members. The district takes great effort to ensure that Greer Elementary School is clean, safe, and functional. To assist with this, the district provides three full time custodial staff to clean and maintain the school on a regular basis.

The Galt Joint Union Elementary School District has adopted a Custodial Handbook describing cleaning standards for all schools. Site repairs and landscaping care are addressed through the District Maintenance and Operations Department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

Greer Elementary School pride shows through the care of our facilities by teachers, staff, parents, and students. Students are mindful of using walkways rather than grassy areas. School rules promote taking care of school property.

Campus Security

In order to strengthen our security efforts for safe schools across the district, these additional procedures are followed:

- Classroom doors will be locked during the school day
- A specific location is designated for student drop-off and pick-up
- Security Gates are locked or closed to provide one way in and one way out
- Protocols are in place to ensure the safety of students during emergency situations
- Security equipment is appropriately utilized
- Law enforcement participated in the review and update of campus security protocols

District guidelines when all administrators are off campus.

- Notify staff that administration will not be on campus
- Notify staff who the Teacher In Charge (TIC) will be. When possible, the TIC should have an administrative credential.
- Staff should know the steps they would take to reach the TIC in an emergency or for a discipline issue.
- The TIC should have access to a master key and possibly a radio.
- The TIC should know site and office Lockdown Procedures.
- The office staff should know how to reach the TIC at all times.
- The TIC should know to call the district office for support, as needed.
- District office and superintendent should know when all administrators are off campus.

Collaborative Relationships for Strengthening School Safety

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

Counseling and Wellness Services

Counseling and wellness services are available. These services include:

- Psychologist
- School Counselor
- Mental Health Clinician
- Attendance

Referrals to community support services

Student Behavior Standards

Behavior standards are included in the District's "Parent Information Guide" which is distributed to all families the first week of each school year. This information can also be accessed on our school website.

The information contained in the Guide reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The Guide describes attendance, truancy, citizenship, work habits, and appearance expectations as well as providing detailed information regarding school and District interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

Preventative School Measures

Learner Supports

A multi-tiered system of support that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every learner's needs.

Positive Behavioral Interventions and Supports

An evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Fred Jones Positive Discipline

Each classroom implements management procedures that reflect both positive classroom discipline and positive classroom instruction.

Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put learner strengths into action. Learners set goals for their future by incorporating their individual strengths. By recognizing and building upon learner strengths, we will create higher engagement and hope for our youth.

SECOND STEP Conflict Resolution

Each classroom implements a grade-level social-emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal-setting.

Caring School Community Classroom Meetings

Teachers create an environment in which learning, opinions, and concerns are taken seriously, and in which learners participate as valued and influential contributors to the classroom community. All teachers complete the first eight weeks of lessons to help learners get to know one another, set classroom norms, and apply positive social values to their interactions with others. Issues-based lessons are used whenever needed.

Restorative Practices

School staff use restorative practices to promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates learning to address the impact of their actions through an approach that allows for true accountability, skill-building, cooperation, and mutual understanding.

Classroom Calming Corners

Each classroom has safe and comforting space for a learner to take deep breaths and let their emotions settle before they become too big for the child to handle.

Fostering Resilient Learners

Trauma invested practices for building strong relationships and creating a safe space to enable learners to learn at high levels.

Sensory Room

A classroom is provided for learners to have space to explore activities that calm them or engage them in activities they like.

Classroom Charter

Teachers and learners create determine how they want to feel in the classroom, what actions will promote those feelings, and agreed upon actions for how to prevent and manage conflict.

Bucket Filling

We fill each other's buckets to resolve negativity, bullying, and bucket dipping.

Digital Citizenship

Teachers build a positive school culture that supports the safe and responsible use of technology with Common Sense Education's K-12 Digital Citizenship Curriculum. Learners build skills around critical thinking, ethical discussion, and decision making.

Therapy Dog

Maggie helps our learners improve social skills verbal communication. She makes us smile.

Parent Involvement and Family Engagement

Parental involvement and family engagement are increased by promoting events such as Back to School Night, Fall Carnival, Movie Nights, Round-Ups, Runnin for Rhett, field trips, and Open House. Parents are an integral part of the English Language Advisory Committee, Parent Club, and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Personalized Learning Plans and access to the grade book, through the Parent Portal, to help guide involvement. Additionally, parenting classes support effective parent involvement.

Greer Extended Learning

The after-school program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for learners.

Acceleration Blocks

An extended day allows for additional learning time in an area(s) of need.

School Counselor

The site school counselor supports all learners in a variety of ways. These supports can focus on behavior, academic needs, or social and emotional support.

Mental Health Clinician

The site mental health clinician provides mental health services and community resources to learners and families. SCOE's School Based Mental Health and Wellness Program is an extension of the Sacramento Health Center.

School Resource Officer

The school resource officer assists in building a positive school culture by working closely with the school leadership team and making a positive impact on the school community while focusing on school safety. The four main duties are: one of a counselor by talking with students and staff and offering guidance and assistance; support on-campus Intervention, staff development and informational sessions for parents; linking students, parents and staff with resources and services; lastly, as a law enforcement professional when the case warrants tier three interventions. SRO student contacts are positive in nature and serve to connect the student with another caring adult on campus or to provide mentoring, guidance and connections to needed services.

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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Sacramento County Child Protective Services
(name of appropriate agency)

3331 Power Inn Road, Sacramento, CA 95826
(address)

916-875-5437
(phone number)

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

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)
The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

The selected person shall not participate in the interview.

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

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan (See Appendix C-F)

The Galt Joint Union School District maintains an Emergency Binder at each school site with site specific evacuation maps, critical phone numbers and emergency procedures. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures; student and staff Drills are conducted as listed below.

Earthquake Drill:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (Education Code 32282).

1. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.
2. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective Measures to be taken, before, during and after an earthquake:

Mitigation:

Assess existing or potential hazards on and off campus.
Identify non-structural hazards on campus

Preparedness:

Establish and Train in NIMS/SEMS and ICS
Conduct drills for students and staff in Drop/Cover/Hold
Conduct evacuation drills for students and staff
Coordinate, plan and train with law enforcement and fire
Acquire emergency equipment and supplies

Response:

Evacuate buildings and the school campus if necessary
Release students as needed
Initiate search and rescue efforts as needed
Handle triage medical aid, and mental health emergencies as needed.

Recovery and Reconstruction:

Assess building and campus safety and damage
Identify contacts for support as needed
Mobilize the Crisis Response Team as needed
Make plans to relocate classes and other academic business at an alternate site as needed.
Track costs to delineate expenditures
Debrief

Fire Drills:

Fire Drill EC sections 32001–32004. Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire alarm, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Lockdown and Shelter In-Place Drills:

Lockdown/Shelter In Place Drills are held once a trimester. Lockdown and Shelter-In-Place procedures were developed in collaboration with the Galt Police Department. The Galt Police Department participates in one drill per year to provide feedback.

Evacuation Procedures:

In the event that staff and students need to evacuate the school site, staff will follow the evacuation route to the designated evacuation site; and follow evacuation procedures for reunification with families. Please remember to take Emergency Folders with you.

Adaptations for Students with Disabilities

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

1. Are pregnant
 2. Have broken bones or other temporary injury
 - 3 Have PTSD
 4. Diagnosed with Autism or other social / sensory conditions
 5. Use specialized medical equipment – wheelchairs, crutches, braces, etc.
 6. Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Public Agency Use of School Buildings for Emergency Shelters

Per Board Policy 3516, The Galt Joint Union Elementary School District shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282) All requests for the use of this facility will be forwarded to the facility dept. at (209) 209-744-4545 ext. 311 (district office)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

District Jurisdiction A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

1. Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
2. Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil's expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances: ? Causing serious physical injury to another person, except in self-defense.

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
3. Robbery or extortion.
4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.
5. That the student's presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board's finding:
6. That other means of correction are not feasible or have failed in the past
7. That the student's presence creates a continuing danger to the physical safety of the student or others

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

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Board Policy and Administrative Regulations: 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director

1018 C Street, Suite 210

209-744-4545 ext. 304

knijjar@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

Dress and Grooming Board Policy and Administrative Regulations 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

Gate #4 opens at 7:30 am. Students arriving at this time proceed into the cafeteria for breakfast. Intermediate students may go to their assigned playground. Primary students remain in the cafeteria until 7:55 am when teachers pick them up from their assigned playground. Gate #1, for kindergarten, opens at 7:55 am and children walk to their classroom. At 8:00 am, we close and lock gate#1. At 8:05 am, we close and lock gate #4.. At the end of the day, we open the gates for dismissal and parents wait at grade level assigned gates for their child/children.

We strictly adhere to Megan’s Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus.

In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Staff can also access the school address system if needed.

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district website at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link, Walking Paths to Schools.

Crossing Guards

The District employs Crossing Guards for selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

The Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

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

Component:

Safe School Environment

Element:

Implement Second Step in all classrooms.

Opportunity for Improvement:

Skills for Everyday Success

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teach children the skills they need to thrive: Social-emotional learning helps students succeed in the classroom and throughout their lives.	Grade-level scope and sequence and pacing guide and monitor completion	Second Step digital access	Lisa Pino	school climate surveys, SEL surveys, office referrals, suspension/expulsion data, and attendance rates

Component:

Physical Safety

Element:

School campus will receive maintained in good repair.

Opportunity for Improvement:

Facility Inspection Tool (FIT) recommendations

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improvement of school grounds	Meet with the CBO and District Maintenance Team	2023-2024 FIT Report	District Maintenance Team	completed maintenance tickets

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

Vernon E. Greer Elementary School Student Conduct Code

Behavior Policy

It is our goal to make our school a safe and engaging place for students to learn and to have a consistent and predictable policy that everyone can understand and support.

The following three behaviors summarize the behavior expectations for our students:

BE SAFE

Keep hands, feet, and objects to yourself

Demonstrate good sportsmanship by using school equipment safely and appropriately, stay on the playground area and use sidewalks

Keep inappropriate comments to yourself

BE RESPECTFUL

Follow adult directions

Be polite to adults and students

Listen to what others have to say

Wait your turn

Leave others' work and belongings alone

Try to understand the needs of others

Be thoughtful of others' opinions and beliefs

Use appropriate language at all times

Remove hats before entering any building

BE RESPONSIBLE

Follow school rules

Complete your work

Take care of school property

Make coming to school a priority

Accept responsibility for your mistakes
Wear appropriate clothing for school
Deliver all school communication to parents

School-wide Rules

Walk on sidewalks and blacktop
Hands-off policy: Keep your hands and feet to yourself
Objects that are dangerous to others should not be brought to school (Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons)
Toys, cards, sports equipment, CD players, cameras and any other electronic devices are not allowed at school during school hours
Gum, candy, soda, or sunflower seeds are not allowed
Students must play in the designated play areas only
Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
Bathrooms are not to be played in
Students are not allowed in classrooms without an adult present

Playground Rules

Walk on the blacktop
Footballs, soccer balls must be on the grass area at all times
Balls may be thrown or bounced on the blacktop (no kicking)
Dodge ball must be played on the printed circle- keep balls below the waist
Food is not allowed on the playground
Take turns using the drinking fountain
Jumping from any climbing equipment is not allowed
Use the ladder to get up to the slide and slide down in a sitting position, feet first
Playing tag or running around climbing equipment is not allowed
Follow the rules of the sport you are playing
Games will be stopped if there is any rough playing or arguing
Seek help and assistance from an adult when a conflict occurs
Balls may be bounced against ball walls only
Rainy days – the only balls out are basketballs, four-square, and tether balls
Equipment is not to be used if it is wet and slippery
When the bell rings, stop play and listen for the freeze whistle
Drinks and restroom use must be completed before the ending recess bell rings

Cafeteria Rules

Walk in a straight line
Keep hands and feet to yourself at all times
Remain seated until your table is dismissed
Help us maintain a clean place to eat
Raise your hand if you need any type of assistance
Place all balls and recess equipment in the area by the front doors
Sit at your assigned table
Talking softly to friends at your table is o.k. - shouting is not
Eat your own food
If you need to go to the restroom, raise a hand to ask for permission
Wait to be dismissed before dumping your tray
Walk inside the cafeteria at all times

Bus Rules

The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:
Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stops.
Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.

When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.

Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of your body inside the bus. Keep the aisle clear at all times.

Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.

All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.

Help keep the bus safe and free from litter by not eating or drinking on the bus

Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.

Remain quiet at all railroad crossings.

When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.

Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian and approved by the site administrators. There are no exceptions.

Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.

Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

Conduct Code Procedures

Each classroom teacher will design a management system based on Fred Jones Tools for Teaching. Students not following school rules while on the playground, cafeteria, or around school campus will receive a Student Behavior Report. When receiving a Student Behavior Report, school personnel will discuss the reason for the referral with the child and a form will be given to the student to take home for parent/guardian signature. Student Behavior Reports must be returned to school on the following day.

Office Referral

More serious behaviors are handled through an Office Referral. The student will be called to the office to discuss the problem and the consequences can include a parent conference (phone or in person), loss of participation in a school-sponsored activity, and/or in-house suspension or suspension.

Students will be sent to the office to speak with an administrator for the following reasons:

Fighting (engaging in, threatening or attempting)

Disrespect

Defacing school property

Defiance of authority

Exhausting the classroom management system

Teachers, staff, and families work together to encourage children to make appropriate choices and follow school rules.

In addition to the general rules, specific rules must also be followed while in the cafeteria, playground, and while riding the bus. A suspension can affect the participation of a special classroom function such as a field trip, promotion activities, etc. If behavior is a serious concern, the parent will be asked to attend any off school grounds activities with their child to assist with supervision.

(K) Hate Crime Reporting Procedures and Policies

Per Board Policy 5145.9 Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law

Opioid Prevention and Life-Saving Response Procedures

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017).

In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which

contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

RECOGNIZE:

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

1. Respiratory depression evidenced by slow respirations or no breathing (apnea)
2. Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

1. Presenting symptoms
2. History
3. Report from bystanders
4. School nurse or staff prior knowledge of person
5. Nearby medications, illicit drugs or drug paraphernalia

RESPOND:

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.
5. Tilt their chin up to open the airway.
6. Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
7. If present. remove it.
8. If using mask, place and hold mask over mouth and nose.
9. If not using mask, pinch their nose with one hand and place your mouth over their mouth
10. Give 2 even, regular-sized breaths.
11. Blow enough air into their lungs to make their chest rise.
12. If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
13. If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose. Breathe again.
14. Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

1. Place person in recovery position (lying on their side).
2. Stay with the person until help arrives.
3. Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

REFER:

1. Have the individual transported to nearest medical facility, even if symptoms seem to get better.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations.

Safety Plan Appendices

Emergency Contact Numbers

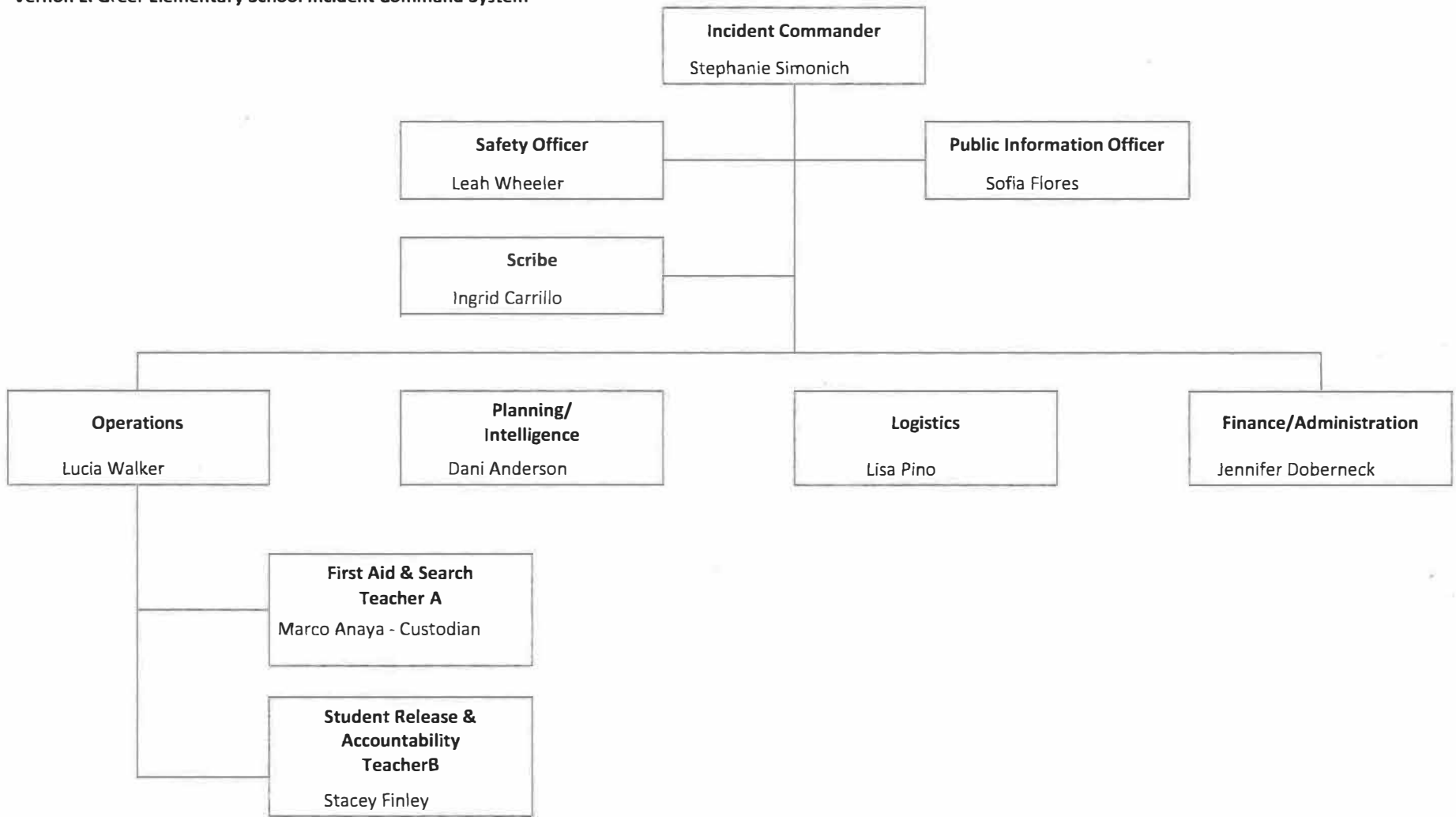
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	(916) 228-3035	
Law Enforcement/Fire/Paramedic	Galt Police Department	(209) 366-7000	
Law Enforcement/Fire/Paramedic	Ambulance Services	911	
Law Enforcement/Fire/Paramedic	Sacramento County Sheriff's Office	(916) 874-5115	
Emergency Services	Sacramento County Child Protective Services	(916) 875-5437	
Emergency Services	Sacramento County Public Health	(916) 558-1784	
Emergency Services	San Joaquin County Child Protective Services	(209) 468-1333	
Law Enforcement/Fire/Paramedic	San Joaquin County Sheriff's Department	(209) 468-4400	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	Sacramento Municipal Utility District (SMUD)	(888) 742-7683	

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)
The Safety Plan is revised annually to include up-to-date data and current status and goals. The plan is reviewed by the Greer School Safety Committee, School Site Council, local law enforcement, local fire department, principal and Director of Educational Services for site approval. The plan is submitted to the Galt Joint Union Board of Education for district level approval and publication.	February 21, 2024	NA

Vernon E. Greer Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a multistep process:

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine the immediate response action.
4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been identified for emergency situations at GJUESD.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that requires assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a great level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as Blackboard or Synergy.

The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Armed Assault on Campus

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Biological or Chemical Release

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside. Students who are outside should be taken inside as soon as possible –staff should follow Lockdown due to natural disaster, Shelter-in-Place procedures.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

1. Standard fire drill procedures may be followed
2. Ensure the evacuation location is safe and is uphill/upwind from any gasses, or fumes spreading from the spill.
3. If the evacuation area is unsafe, direct students and staff to an appropriate alternate location If a chemical spill occurs onsite and is localized or contained such as in a science class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.
4. If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
5. If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.
6. Notify 9-1-1 of the chemical or hazardous material incident.
7. Advise of the type of spill/chemical if known
8. Advise of any known injured persons or persons suffering difficulty breathing
 - a. Provide immediate first aid to those in need
9. Follow all instructions given by the fire department
10. Identify a staff member to greet emergency response teams and direct to the impacted area.
11. The principal or designee will notify the district of the incident.

Bomb Threat/ Threat Of violence

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

1. Evaluate the threat:
 - a. The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
 - b. Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated to evacuate.
 - c. Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

1. Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
2. Initiate a safety alert or an action alert depending upon circumstances
 - a. Notify District personnel
 - b. If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
 - c. You may provide specific instructions via school email.
 - d. The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.
 - e. Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.
3. The decision to search a room, building or any other area is the responsibility of the site administrator, but should be made in conjunction with or recommendation from law enforcement or fire authorities.
 - a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
 - b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted

- c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
- d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
- e. Suspicious items should be reported to administration

- 4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.
 - a. Staff and students should evacuate taking only their personal belongings
 - b. Turning off site bell or intercom systems
 - c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

- 1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
- 2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration
 - a. Do not share in the information with students unless specifically directed to do so by the administration
- 3. If advised to conduct a search of your work area / classroom
 - a. Conduct a visual search only
 - b. You may open cabinets / drawers, but do not disturb the contents
 - c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description
 - d. Do not touch or move the item, leave it in place
 - e. Evacuate the room
 - f. When all persons have exited, lock the doors to eliminate persons from entering
 - g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

- 1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
 - a. An out of place backpack, without an apparent owner
 - b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.
 - c. An item constructed of PVC or metal pipes with sealed ends
 - d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
 - e. An item that appears to have unusual wires protruding
- 2. If directed by administration or law enforcement to evacuate an area
 - a. Instruct students to take their personal belonging and backpacks with them as they exit
 - b. When the last person has exited the room, lock the door
 - c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
 - d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence:

Procedures have been developed in collaboration with the Galt Police Department. Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Earthquake

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the “duck and cover” procedure.
2. The fire alarm may or may not sound
 - a. Do not evacuate your location until determined safe or advised to do so
 - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
 - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
 - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group
 - a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

Administration:

1. Call 911 as soon as practicable (if appropriate)

2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
 - a. If the site is safe, may advise to return to classrooms
 - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Flooding

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

Administration & Support Staff Actions:

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
 - a. National Oceanic and Atmospheric Administration - www.noaa.gov
 - b. Sacramento County Office of Emergency Services – <https://sacoes.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

Teachers And Other Staff Actions:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
 - a. Quickly exit the room
 - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
 - c. Do not cross any areas of puddled or moving water
 - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

Maintenance Staff Actions:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site.

Heat Illness Prevention

Air Quality & Extreme Heat

GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;
- limiting vigorous activity; and/or
- postponing or canceling events.

AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly.

See attached:

Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Loss or Failure Of Utilities

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Pandemic

Responding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:

- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.
- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.

- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

Surveillance and Reporting:

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity report in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness report in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition:

The Centers for Disease Control and Prevention (CDC) defines an influenza-like illness as having the following symptoms:

- Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.
- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and will be updated as needed, per Public Health requirements.

Tactical Responses to Criminal Incidents

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

NARCAN ADMINISTRATION PROTOCOL

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

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RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO USE THIS CHART

STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to AirQuality.org.

STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

ACTIVITY	LEVEL 1 GOOD	LEVEL 2 MODERATE	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS	LEVEL 4 UNHEALTHY	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED ²	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ²
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

¹ Sensitive Individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

² To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.



Comprehensive School Safety Plan

**2023-2024
School Year**

School: McCaffrey Middle School
CDS Code: 34 67348 0100040
District: Galt Joint Union ESD
Address: 997 Park Terrace Drive
Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update:
Date of Review:
- with Staff
- with Law Enforcement 1-25-2024
- with Fire Authority 1-25-2024

Approved by:

Name	Title	Signature	Date
Joshua Saldate	Vice Principal		2/7/24
Eva McCormick	School Secretary		2/7/24
Charlene Wilson	Parent		2/7/24
Jamie Silveira	Parent		2/7/24
Kelly Vlcek	Teacher		2/7/24

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	8
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	12
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	14
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	15
(E) Sexual Harassment Policies (EC 212.6 [b]).....	15
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	19
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	21
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	21
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	24
(K) Hate Crime Reporting Procedures and Policies	26
(J) Procedures to Prepare for Active Shooters.....	27
Procedures for Preventing Acts of Bullying and Cyber-bullying	27
Opioid Prevention and Life-Saving Response Procedures	28
Safety Plan Appendices.....	30
Emergency Contact Numbers	30
McCaffrey Middle School Incident Command System.....	31
Incident Command Team Responsibilities.....	32
Emergency Response Guidelines	33
Step One: Identify the Type of Emergency	33
Step Two: Identify the Level of Emergency	33
Step Three: Determine the Immediate Response Action	33
Step Four: Communicate the Appropriate Response Action	33
Armed Assault on Campus	33
Biological or Chemical Release.....	34
Bomb Threat/ Threat Of violence	34

Earthquake..... 35

Explosion or Risk Of Explosion 37

Flooding 38

Heat Illness Prevention 38

Loss or Failure Of Utilities 39

Pandemic 40

Tactical Responses to Criminal Incidents 42

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.

A copy of the Comprehensive School Safety Plan is available for review at McCaffrey Middle School, 997 Park Terrace Drive, Galt CA 95632.

Safety Plan Vision

"At McCaffrey Middle School, our vision is to create a safe and secure environment where students, staff, and visitors feel protected and valued. Through proactive measures, vigilance, and community collaboration, we are committed to fostering a culture of safety that enables optimal learning and growth for every individual within our school community."

Components of the Comprehensive School Safety Plan (EC 32281)

McCaffrey Middle School Safety Committee

Carlos Castillo-Principal
Joshua Saldate-Vice Principal
Eva McCormick-School Secretary
Erica Stancil-Attendance Tech
Cheryl Baglietto-Health Tech
Amy Wilson-Yard Supervisor
Matt Walters-School Resource Officer

Assessment of School Safety

McCaffrey Middle School employs a multifaceted approach to assess school safety, utilizing various data points in the development of its comprehensive safety plan. The assessment involves the analysis of several key indicators, including but not limited to suspension data, the Healthy Kids Survey, and an in-house safety survey.

Suspension data is examined to understand patterns of student behavior and identify areas that may require targeted interventions. The Healthy Kids Survey provides valuable insights into the overall well-being and perceptions of students, offering a comprehensive perspective on the school environment. Additionally, an in-house safety survey is conducted to gather feedback from the school community, including staff and students, ensuring an understanding of safety concerns and potential improvements.

These diverse data points collectively inform the development of the school's safety plan, ensuring that it is tailored to address specific challenges and foster a secure environment for both students and staff. The incorporation of various assessments allows for a well-rounded and evidence-based approach to enhancing school safety.

The percentage number represents the Average Percent of 7th and 8th grade respondents reporting "Agree or Strongly Agree"
Listed below are the results:

School Engagement and Supports

51% of 7th grade and 52% of 8th reported School connectedness
61 % of 7th grade and 62% of 8th grade reported Academic motivation
53% of 7th grade and 59% of 8th grade reported having Caring adult relationships
65% of 7th grade and 69% of 8th grade reported High Expectations
21% of 7th grade and 23% of 8th grade Meaningful participation
45% of 7th grade and 43% of 8th grade Facilities upkeep
45% of 7th grade and 46% of 8th grade Promotion of parent involvement in school

School Safety

44% of 7th graders and 60% of 8th graders: School perceived as very safe or safe
42% of 7th graders and 35% of 8th graders: Experienced any harassment or bullying
43% of 7th graders and 36% of 8th graders: Had mean rumors or lies spread about you
27% of 7th graders and 19% of 8th graders: Been afraid of being beaten up
11% of 7th graders and 10% of 8th graders: Been in a physical fight
13% of 7th graders and 11% of 8th graders: Seen a weapon on campus
32% of 7th graders and 30% of 8th graders: Cyberbullying

Substance Use and Physical/Mental Health

5% of 7th graders and 8% of 8th graders: Current alcohol or drug use
2% of 7th graders and 2% of 8th graders: Current marijuana use
2% of 7th graders and 2% of 8th graders: Current binge drinking
1% of 7th graders and 2% of 8th graders: Very drunk or "high" 7 or more times, ever
2% of 7th graders and 3 % of 8th graders: Been drunk or "high" on drugs at school, ever

1% of 7th graders and 1% of 8th graders: Current cigarette smoking
4% of 7th graders and 5% of 8th graders: Vaping
19% of 7th graders and 13% of 8th graders: Sleep deprivation (less than 8 hours)
32% of 7th graders and 26% of 8th graders: Experienced chronic sadness/hopelessness
10% of 7th graders and 11% of 8th graders: Considered suicide

School Climate Scales

68% of the 7 graders and 61% of 8th graders: Student learning environment
31% of 7th graders and 26% of 8th graders: Learning engagement climate
50% of 7th graders and 38% of 8th graders: Fairness and respect
17% of 7th graders and 24% of 8th graders: Racial/Ethnic conflict
56% of 7th graders and 52% of 8th graders: Respect for diversity
77% of 7th graders and 73% of 8th graders: Clarity of rules
29% of 7th graders and 39% of 8th graders: Disciplinary harshness
43% of 7th graders and 44% of 8th graders: Student peer relationships
67% of 7th graders and 64% of 8th graders: Supports for social and emotional learning
43% of 7th graders and 38% of 8th graders: Anti-bullying climate
36% of 7th graders and 45% of 8th graders: Quality of school facilities
56% of 7th graders and 53% of 8th graders: Time for lunch

Key Indicators of Social-Emotional Health

62% of the 7 graders and 61% of 8th graders: Covitality
58% of the 7 graders and 56% of 8th graders:elief in self
69% of the 7 graders and 70% of 8th graders:Belief in others
67% of the 7 graders and 69% of 8th graders:Emotional competence
54% of the 7 graders and 51% of 8th graders:Engaged living
74% of the 7 graders and 72% of 8th graders:Growth mindset
75% of the 7 graders and 77% of 8th graders:Goals
64% of the 7 graders and 65% of 8th graders:Collaboration

Covitality Domains and Subdomains

58% of the 7 graders and 56% of 8th graders: Belief in self
70% of the 7 graders and 68% of 8th graders:Self-efficacy
59% of the 7 graders and 60% of 8th graders:Self-awareness
46% of the 7 graders and 41% of 8th graders:Persistence
69% of the 7 graders and 70% of 8th graders:Belief in others
72% of the 7 graders and 68% of 8th graders:School supports
65% of the 7 graders and 70% of 8th graders:Family connectedness
68% of the 7 graders and 72% of 8th graders: Peer supports
67% of the 7 graders and 69% of 8th graders:Emotional competence
72% of the 7 graders and 71% of 8th graders: Emotional regulation
67% of the 7 graders and 74% of 8th graders: Empathy
63% of the 7 graders and 61% of 8th graders:Behavioral self-control
54% of the 7 graders and 51% of 8th graders: Engaged living
48% of the 7 graders and 46% of 8th graders: Optimism
62% of the 7 graders and 61% of 8th graders: Gratitude
52% of the 7 graders and 47% of 8th graders: Zest

Suspension Data 22-23:

It is important to note that some incidents involve the same student, either repeating the same violation or violating different Ed. Code violations.. Additionally, a few students are noted for multiple Ed Code violations.

Breakdown

103 total suspensions:
45 incidents for 7th grade
58 incidents for 8th grade

50 incidents for 48900a1- fight
4 incidents for 48900b - possession of a dangerous object
26 incidents for 48900c - possession or under the influence
1 incident of 48900f - damage to school or private property
2 incidents for 48900g - stole or attempted to steal school or private property
14 incidents for 48900i - committed an obscene act(sextexting or sending inappropriate pictures)
3 incidents for 48900j - selling of drug paraphernalia
3 incidents for 48900r - bullying/sexual harassment
1 incident for 48900.4 - harassment or intimidation
1 incident for- 48915a2 - possession of a knife

Parent conferences were held to collaboratively address the challenges faced by the students, and discuss additional supports that may be needed. Recognizing the need for comprehensive assistance, these students were referred for counseling support with either one of our school counselors or a referral was made to the mental health clinician. The mental health clinician provided specialized guidance and resources to help students navigate emotional and psychological well-being. In addition, teachers offered tailored academic support. Thus ensuring a holistic approach to address both behavioral and educational aspects.

Through these coordinated efforts involving counseling, parental involvement, and academic support, McCaffrey Middle School aims to provide a well-rounded and personalized assistance system for students facing challenges, fostering a supportive environment that encourages their overall well-being and success.

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

Our mission is clear: for students, staff, and parents to unite in working towards success for all at Robert L. McCaffrey Middle School. As a dedicated staff, our commitment is unwavering – to provide each child with a safe and successful school day, ensuring a positive middle school experience for all our students.

Key strategies we have in place to promote a safe and successful environment for our students:

Positive School Climate:

- Implementation of "Dawg Catcher" cards to recognize students following school rules or displaying positive behavior.
- "Renaissance" program to highlight and reward students for academic success.
- Establishment of a "Wellness Center" as a safe space for students experiencing mental health issues, staffed by our counselors.
- Integration of "Second Step," a social and emotional learning program delivered through physical education classes.
- Creation of "Positive Bulldog Behaviors" lessons by the administration team to focus on positive behaviors around campus.
- Annual surveys of students and parents regarding the school environment and safety through CalSCHLs.

Preventing Gang Behavior:

- Close collaboration with the Galt Police Department and a school resource officer.
- Implementation of a dress code reflecting efforts to discourage gang-related clothing or items.

Expanded Learning:

- Offering an after-school program five days a week, providing snacks, homework and tutoring support, as well as outdoor and indoor enrichment activities.

Student Safety and Reporting System:

- Introduction of the "STOPit App" for online reporting of bullying, self-harm, and safety concerns.
- Collaboration with the Sacramento County District Attorney's Office for trainings in "Social Media Awareness" and "Fentanyl Awareness."
- Implementation of the "ICARE" form that student can use to report bullying, self-harm, and other safety concerns.

Student Supports:

- Staffing of the counseling department with two counselors and a mental health clinician from Sacramento County Office of Education.

- Availability of conflict mediation for students to resolve issues with peers or teachers.
- Conflict/Peer mediators-students were trained by the counseling department to facilitate conflict mediation between other students

Emergency Preparedness:

- Regularly scheduled emergency drills throughout the school year to train students and staff on emergency procedures.

Restorative Practice:

- Ongoing exploration of professional development on "Restorative Practices" to strengthen our school community.

Prevention/Intervention Strategies:

- Establishment of the Bright Future Learning Center (BFLC) providing students with a quiet, safe place to study.
- Operation of the Wellness Center supervised by our counselors for students feeling overwhelmed.
- Presence of the Alternative Center run by a credentialed teacher to work with students facing behavioral challenges.
- Implementation of Multi-Tiered System of Support (MTSS) and Student Success Team (SST) meetings to address learning and behavioral concerns.

Our collaborative efforts and commitment to these strategies aim to create an environment where every student can thrive.

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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)
Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Sacramento County Child Protective Services
(name of appropriate agency)

3331 Power Inn Road, Sacramento, CA 95826

(address)

916-875-5437

(phone number)

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

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

The selected person shall not participate in the interview.

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

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan (See Appendix C-F)

Galt Joint Union School District maintains an Emergency Binder at each school site with site specific evacuation maps, critical phone numbers and emergency procedures. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures; student and staff drills are conducted as listed below.

Earthquake Drill:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (Education Code 32282).

1. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.
2. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective Measures to be taken, before, during and after an earthquake:

Mitigation:

Assess existing or potential hazards on and off campus.

Identify non-structural hazards on campus

Preparedness:

Establish and Train in NIMS/SEMS and ICS

Conduct drills for students and staff in Drop/Cover/Hold

Conduct evacuation drills for students and staff

Coordinate, plan and train with law enforcement and fire

Acquire emergency equipment and supplies

Response:

- Evacuate buildings and the school campus if necessary
- Release students as needed
- Initiate search and rescue efforts as needed
- Handle triage medical aid, and mental health emergencies as needed.

Recovery and Reconstruction:

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response Team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed.
- Track costs to delineate expenditures
- Debrief

Fire Drills:

Fire Drill EC sections 32001–32004. Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire alarm, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Lockdown and Shelter In-Place Drills:

Lockdown/Shelter In Place Drills are held once a trimester. Lockdown and Shelter-In-Place procedures were developed in collaboration with the Galt Police Department. The Galt Police Department participates in one drill per year to provide feedback.

Evacuation Procedures:

In the event that staff and students need to evacuate the school site, staff will follow the evacuation route to the designated evacuation site; and follow evacuation procedures for reunification with families. Please remember to take Emergency Folders with you.

Adaptations for Students with Disabilities

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

1. Are pregnant
2. Have broken bones or other temporary injury
3. Have PTSD
4. Diagnosed with Autism or other social / sensory conditions
5. Use specialized medical equipment – wheelchairs, crutches, braces, etc.
6. Are visually or hearing impaired

Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Public Agency Use of School Buildings for Emergency Shelters

Per Board Policy 3516, The Galt Joint Union Elementary School District shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282) All requests for the use of this facility will be forwarded to the facility dept. at (209) 209-744-4545 ext. 311 (district office)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline is a positive concept and is interpreted as the application of order and control to the activities engaged in by people. Consequences may be necessary on occasion to achieve good discipline. Consequences should never degrade or ridicule a person. Self-discipline is a goal toward which we strive; therefore, the school has prime educational responsibility for furthering among its students a positive understanding and practice of discipline.

District Jurisdiction A pupil may be disciplined, suspended, or expelled for any acts related to school activity or attendance that occur at any time, including but not limited to the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During, or while going to, or coming from, a school-sponsored activity. (EC48900s)

Mandatory Suspension & Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend the expulsion of a pupil who has committed any of the following acts:

1. Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
2. Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
3. Unlawfully selling a controlled substance listed under Health and Safety Code sections 11053, et seq.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student. In addition, the principal or the superintendent shall recommend a pupil's expulsion for any of the following acts unless the principal or superintendent finds that the expulsion is inappropriate due to particular circumstances: ? Causing serious physical injury to another person, except in self-defense.

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.

3. Robbery or extortion.

4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.

5. That the student's presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board's finding:

6. That other means of correction are not feasible or have failed in the past

7. That the student's presence creates a continuing danger to the physical safety of the student or others

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

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.

2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Board Policy and Administrative Regulations: 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

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

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 304
knijjar@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

Dress and Grooming Board Policy and Administrative Regulations 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

The dress code at McCaffrey Middle School plays a crucial role in maintaining a safe, professional, and focused learning environment. It serves as a foundational element to foster a positive atmosphere conducive to effective teaching and learning. The guidelines are designed to create a sense of unity, minimize distractions, and contribute to an overall school culture that prioritizes respect, responsibility, and an optimal educational experience.

DRESS CODE

The administration is aware of the changing nature of style in student dress. We seek to balance current style with a dress code that allows for full physical participation in school activities and does not otherwise distract from or degrade the educational atmosphere of the school.

Due to the highly changeable nature of gang-associated clothing, the administration reserves the right to declare any clothing, accessories, colors of specific items of clothing, signs, and graffiti which has been identified as associated with gangs, as off-limits on the school premises.

Dresses, Skirts, Shorts

- All must hit the tips of the child's fingertips. If the dresses, skirts, shorts, ride up above the fingertips, the student will NOT be allowed to contact an adult for a change of clothing; students will be asked to change into clothes provided by the office staff for the rest of the school day.

Pants

- Sagging or excessively baggy pants are inappropriate and not permitted.
- Pants must be worn at the waist and a belt must be worn if one is necessary to keep the pants from sagging. Sweat pants should have a drawn string and should be worn at the waist.
- Pants and bib overalls are to be properly fastened.
- Distressed jeans with holes above the child's fingertips are not allowed. No skin showing. Leggings can be worn under the jeans so that skin does not show.

Belts:

- No dangling belts (also includes chains linked to belts).
- No initial belt buckles.

Shoes:

- Shoes must be worn at all times and must have a rubber sole.
- House shoes (i.e. house slippers are not allowed)
- Lace up athletic shoes are best.
- If backless shoes are worn, students must bring an extra pair of shoes

suitable for PE.

Tops:

- Must cover the upper body during normal activity.
- Undergarments should not show including the view from the back.
- No low cut, halters tops, midriffs, sheer/see through, spaghetti straps, razorback, tank tops, tube tops or muscle shirts are not allowed. Tops should have sleeves

Jewelry:

No spike or sharp earrings (cones/gauges), necklaces, bracelets, or chains allowed.

No red or blue crosses or rosaries.

Face piercing is highly discouraged; if it becomes a distraction in class, the student will be asked to remove piercings.

Necklaces with bullet shells/ammunition are not allowed.

No lanyards or chains hanging out of pocket.

Hats/Beanies:

- The wearing of hats is permitted on school grounds as long as they are worn properly. Hats must be taken off when entering a building except in the multipurpose room during lunch. Five school wide violations will result in loss of hat privileges for 30 days.

Bandanas:

- Are not to be worn or displayed on backpacks or clothing.

Pajamas/Slippers/Blankets

- Are not appropriate for school wear.

General:

Any clothing, jewelry, accessories, notebooks, pins, posters, or other items which symbolize recognized groups whose practices intimidate, disrupt activities, or incite the social population are disruptive to school operations and the educational process, and will not be allowed at school. Clothing, jewelry, and body markings must be free of writing, pictures, or any insignia which are crude, vulgar, profane, sexually suggestive, or which advocate racial, ethnic, or religious prejudice, or the use of drugs, alcohol, or vape/tobacco.

The “eight ball” and “smile now, cry later” symbols are not allowed. “Area Code” numbers are not allowed at school. Any clothing that has been identified by the school and/or Galt PD as gang related is not allowed.

Note: The administration has the discretion to ban any clothing that may be disruptive to school. Students will be NOT be allowed to contact an adult for a change of clothing; students will be asked to change into clothes provided by the office staff for the rest of the school day.

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

McCaffrey Middle School has implemented stringent procedures to ensure the safety of students and staff during school hours. All teachers and staff are required to enter through the main office or use their gate key for access to the campus. Gates are locked at 8:30 am as a security measure. Parents and outside visitors must check in at the office, while parents or guardians checking out students need valid identification and must be listed on the student's emergency card.

Deliveries are directed to the office, and parents or guardians wanting to visit a class must provide a 24-hour notice to the administration and relevant teachers. McCaffrey Middle School has introduced an online program called Minga, serving as a digital hall pass for students when they need to use restroom facilities, visit the health office, see a counselor, or attend other areas on campus. The program not only enables administrators to monitor student passes but also restricts groups of friends from being outside their classrooms simultaneously, enhancing overall security and supervision.

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

Component:

Student Mental Health

Opportunity for Improvement:

Assist students with mental health concerns

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>The goal of the "Wellness Hub" Program is to establish a comprehensive and inclusive mental health support system at McCaffrey Middle School, fostering a nurturing environment for both students and staff. This initiative aims to prioritize mental health and emotional well-being, ensuring that everyone feels supported and equipped with the resources needed to thrive academically and personally.</p>	<p>Mental Health Resource Center:</p> <p>Establish a dedicated physical space on campus as the "Wellness Center" where students and staff can access informational materials, resources, and self-help tools related to mental health.</p> <p>Mental Health Awareness Campaigns: Launch regular awareness campaigns throughout the school year to reduce stigma surrounding mental health. Conduct presentations to educate the school community about the importance of mental well-being and available support services.</p> <p>Anonymous Reporting System: Establish an anonymous reporting system for students and staff to raise concerns about their well-being or the well-being of others. Ensure that reported concerns are addressed promptly and confidentially.</p>	<p>Trainings, community partnerships, curriculum</p>	<p>Counseling Department</p>	<p>The evaluation process will consist of student and staff surveys, student sign-in sheet, discipline data, and attendance data</p>

Component:

Student Behavior

Opportunity for Improvement:

In recognizing the opportunity to improve student behavior at McCaffrey Middle School, we are committed to implementing proactive measures. By fostering a positive and respectful school culture, setting clear behavioral expectations, and providing consistent recognition for positive conduct, we aim to create an environment conducive to learning and personal growth. We see an opportunity to leverage peer mentorship, integrate character education, and explore restorative justice practices to address conflicts constructively. Additionally, involving parents and encouraging student participation will contribute to a collaborative approach in shaping a school community where positive behavior thrives."

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>The objective of the "Positive Behavior Reinforcement Initiative" is to enhance and promote positive student behavior at McCaffrey Middle School. This initiative aims to create a school culture that encourages respect, responsibility, and cooperation among students, fostering an environment conducive to learning and personal growth.</p>	<p>Behavioral Expectations: Clearly define and communicate behavioral expectations to all students, emphasizing a positive and respectful approach to interactions within the school community.</p> <p>Recognition and Rewards System: Implement a structured system to recognize and reward positive behavior. This may include a "Student of the Month" program, merit points, or other incentives to acknowledge and celebrate students who consistently exhibit positive behavior.</p> <p>Parental Involvement: Engage parents in the initiative by providing regular updates on their child's positive behavior, as well as offering resources and strategies for reinforcing positive behavior at home.</p> <p>Teacher Professional Development: Provide ongoing professional development for teachers to enhance their skills in fostering positive behavior, classroom management, and conflict resolution.</p> <p>Regular Data Analysis: Regularly analyze behavior data, including incidents and interventions, to identify trends and adjust the initiative as needed for continuous improvement.</p>	<p>Training, curriculum,</p>	<p>Principal</p>	<p>Evaluation will be conducted by using student discipline data, surveys, and staff input</p>

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

McCaffrey Middle School Student Conduct Code

Conduct Code Procedures

BEHAVIOR EXPECTATIONS

McCaffrey Middle School will not tolerate any comments or gestures which are vulgar or obscene or which discriminate against others on account of sex, race, ethnicity, sexual orientation, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or for using insults, slurs, or fighting words that may disrupt school activities.

Students will be held accountable for following school rules and should be aware that not understanding a rule or not knowing about it is not an acceptable excuse for misbehavior. If a student does not understand any of the school rules or have questions about them, they should make an appointment with an administrator or counselor to ask questions or get clarification on any of the school rules.

At McCaffrey Middle School, all students are expected to adhere to the following basic school rules:

Be Nice
Be Safe
Be Responsible

The following general types of behavior are not acceptable at McCaffrey Middle School and may result in a STEP on our CDP discipline system, loss of privileges, lunch detention, suspension or expulsion:

Bringing a toy gun or replica of a gun to school
Bullying; repeated actions with the intent to scare others
Causing, attempting to cause, or threatening to cause physical injury to another person
Posting inappropriate pictures, comments on social media
Disrupting classes, students, and teachers
Racial slurs of any kind
Failure to report to detention
Failure to follow directions
Fighting, encouraging students to fight, watching fights, video-taping fights, posting fights online
Explosives/Flammable materials (Firecracker, stink bomb/spray)
Hand-holding, kissing, and hugging – no PDA
Leaving campus without a pass
Possession of a dangerous object
Possessing, using, selling, or being under the influence of a controlled substance or alcoholic beverage
Sexual harassment
Smoking
Spreading rumors that may cause a school disruption i.e a fight
Stealing
Tagging, gang related activities
Tardies to school or between classes
Taunting or teasing with the intent to hurt or embarrass others
Threats and intimidation
Throwing food or littering on campus
Throwing or shooting objects -harmful to school property or another student or staff member
Truancies
Unnecessary physical contact such as shoving, kicking, horseplay
Vandalism
Vulgar gestures
Weapons of any kind
Willfully using force or violence on another person

No Gum

Fighting consequences:

1st fight will receive a 1-3 day suspension

2nd fight will receive a 3-5 day suspension, SARB letter, and possible recommendation for expulsion

3rd fight will receive a 5 day suspension, a SARB hearing, and a recommendation for expulsion

Any type of behavior that causes a disruption to school activities or defies the valid authority of school personnel engaged in the performance of their duties is subject to suspension and/or expulsion.

The school administration may at any time place a student on suspension or expulsion if it is determined that such an action best serves the interest of the student(s) and/or the school.

Students engaging in unacceptable behavior may be placed in an alternative setting when the school administration considers it an appropriate alternative. Students displaying unacceptable behavior in the alternative setting may be suspended.

School authorities have the legal right and the responsibility to search any student when/if they have reason to believe the student is in possession of drugs, alcohol, vape/tobacco, weapons, items belonging to someone else, or anything else that is inappropriate for a safe school setting. If any such items are found it is the responsibility for school authorities to seize the item. (Penal Code 62610) The school may also enlist the services of law enforcement to search for illegal substances.

Mandatory Recommendation for Expulsion (EC 48915-c) - The principal must suspend and recommend expulsion for (1) possessing, selling or otherwise furnishing a firearm, (2) brandishing a knife at another person, (3) unlawfully selling a controlled substance, and (4) sexual assault or sexual battery.

An expulsion recommendation is required (EC 48915) (a) and (b) for (1) causing serious physical injury, (2) possession of any knife, explosive or other dangerous object, (3) unlawful possession of any controlled substance such as listed in Chapter 2 of the Health and Safety Code, and (4) robbery or extortion.

Students who have accumulated a total of 20 days of suspension in one school year will be recommended for expulsion. Any student who has been expelled during the school year will not be allowed to participate in any of the end of the year activities.

Students will be held accountable for their behavior to and from school, as well as during school hours and school-sponsored events.

Citizenship Development Plan McCaffrey Middle School

All NON-STEP incidents must be logged in Synergy>Teacher's Notes

Step 1: Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs the incident in Synergy>Incident Referral. Under description type "STEP 1" and describes the incident. Grade level detention issued by the office.

Step 2: Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs the incident in Synergy>Incident Referral. Under description type "STEP 2" and describes the incident. Grade level detention issued by the office.

Step 3.... Student sent to an alternative setting during class to discuss behavior concerns. Teacher logs the incident in Synergy>Incident Referral labeled "STEP 3". A Disciplinary Action form may be developed at this time. If developed, the form will be signed by the student and emailed to the parent and teachers by a counselor or administrator.

ADMINISTRATION HANDLES CONSEQUENCES FOR STEP 4 AND BEYOND

Step 4.... Student sent to the alternative setting during class to discuss behavior concerns. A Disciplinary Action form will be developed at this time and emailed to the parent and teachers. An SST may be set up to review behavior concerns. Counselors will set up the SST and invite teachers.

Step 5.... Student sent to the Office and consequences determined by the administration & parent contact is made stating the next Step may result in a suspension.

Step 6.... (THIS IS A STRIKE) "2-3 Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

Student is ineligible to participate in all school activities for 6 school weeks (30 school days).

Step 7.... (THIS IS A STRIKE) "2-3" Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

Student is ineligible to participate in all school activities for 12 school weeks (60 school days).

"1st" SARB letter sent home for behavior.

Step 8.... (THIS IS A STRIKE) "3-4" Day In-School or At-Home Suspension.

Student is ineligible to participate in all school activities for the remainder of the school year.

"2nd" SARB letter sent home for behavior.

Step 9.... (THIS IS A STRIKE) "4-5" Days of At-Home Suspension

"3rd" SARB letter sent home for behavior and referral to SARB.

Step 10.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

Step 11.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

Recommendation for expulsion if the student has accumulated 20 days of suspension

Step 12.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

Recommendation for expulsion if the student has accumulated 20 days of suspension

(K) Hate Crime Reporting Procedures and Policies

Per Board Policy 5145.9 Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law

Opioid Prevention and Life-Saving Response Procedures

Opioid overdose deaths are a public health crisis according to the National Institute of Health (NIH) due to increased opioid misuse (NIH, 2019). According to the Centers for Disease Control and Prevention (CDC), drug overdose deaths are the leading cause of injury-related deaths in the United States. In 2017, more than 70,000 people died from prescription or illicit opioid misuse (CDC, 2017).

In response, the US Department of Health and Human Services (HHS) is focusing its efforts on five priorities: access to treatment and recovery services, promoting overdose reversing drugs, strengthening understanding of the epidemic through better public health surveillance, providing support for cutting edge research on pain and addiction, and advancing better practices for pain management (NIH, 2019).

Deaths from opioids include those caused by prescription medications such as oxycodone, morphine or hydrocodone, and illegal drugs such as heroin or the synthetic opioid fentanyl (CDC, 2018). A crucial contributing factor regarding drug overdose deaths involves the nonmedical use of prescription painkillers—using drugs without a prescription or using drugs to obtain the "high" produced. Between 2016 and 2017, deaths from synthetic opioids increased significantly in 23 states (CDC, 2019). Many of these opioid-related deaths by overdose were due to opioids which contained fentanyl, perhaps the most dangerous synthetic opioid (CDC, 2019). In 2018, the CDC stated that deaths related to opioids consisted of over two-thirds of all overdose deaths (CDC, 2018).

According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, in 2017 there were 2.2 million adolescents ages 12 to 17 who were current illicit drug users. The CDC recognized the magnitude of this crisis in 2018 (SAMHSA, 2018) when overdoses were named as the most pressing health concerns and added to its list of top five public health challenges.

Naloxone is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes (Selekman, 2019).

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

RECOGNIZE:

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

1. Respiratory depression evidenced by slow respirations or no breathing (apnea)
2. Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

1. Presenting symptoms
2. History
3. Report from bystanders
4. School nurse or staff prior knowledge of person
5. Nearby medications, illicit drugs or drug paraphernalia

RESPOND:

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.
5. Tilt their chin up to open the airway.
6. Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
7. If present. remove it.
8. If using mask, place and hold mask over mouth and nose.
9. If not using mask, pinch their nose with one hand and place your mouth over their mouth
10. Give 2 even, regular-sized breaths.
11. Blow enough air into their lungs to make their chest rise.
12. If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
13. If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose. Breathe again.
14. Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

1. Place person in recovery position (lying on their side).
2. Stay with the person until help arrives.
3. Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

REFER:

1. Have the individual transported to nearest medical facility, even if symptoms seem to get better.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations.

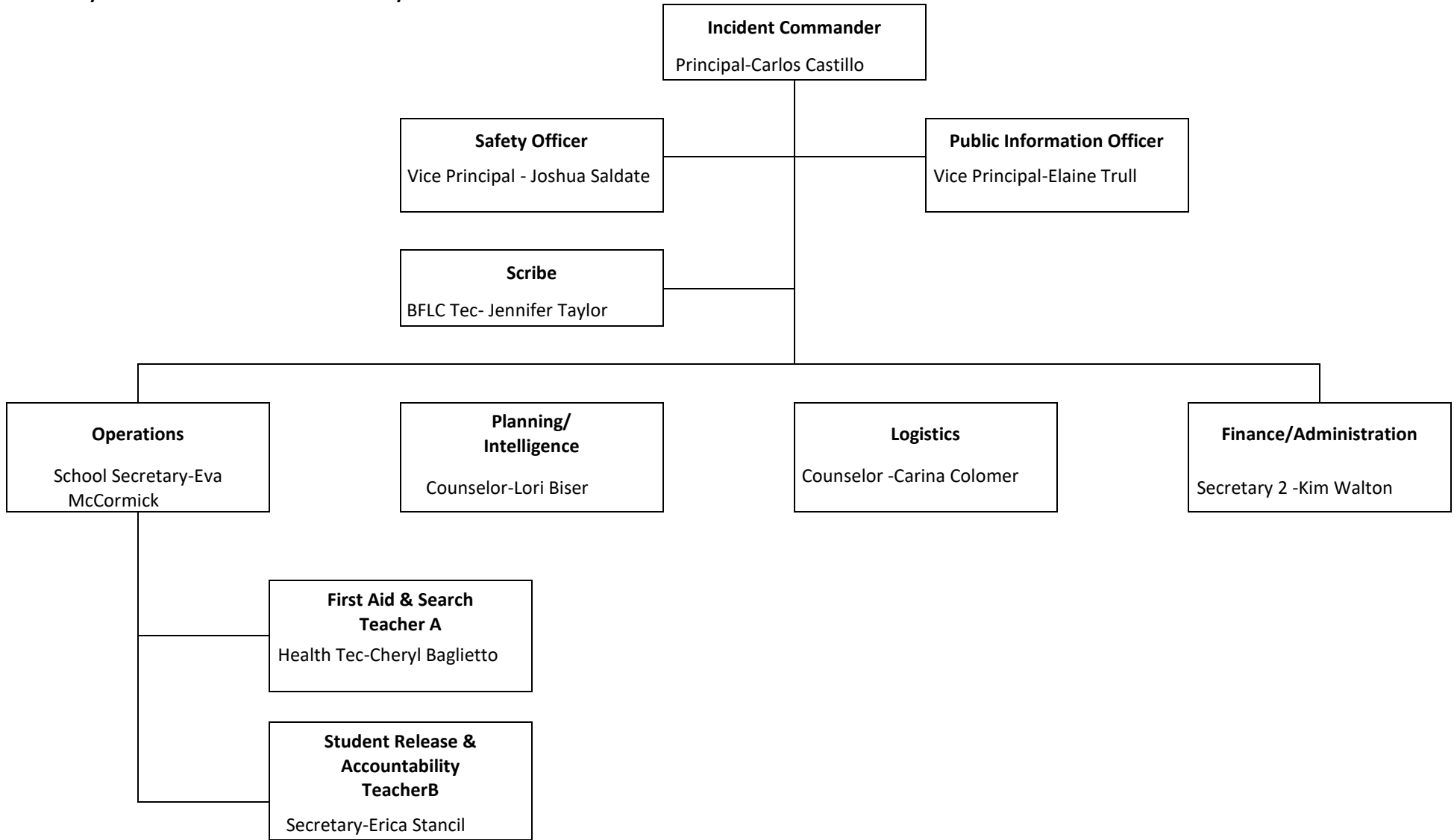
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	(916) 228-3035	
Law Enforcement/Fire/Paramedic	Galt Police Department	(209) 366-7000	
Law Enforcement/Fire/Paramedic	Ambulance Services	911	
Law Enforcement/Fire/Paramedic	Sacramento County Sheriff's Office	(916) 874-5115	
Emergency Services	Sacramento County Child Protective Services	(916) 875-5437	
Emergency Services	Sacramento County Public Health	(916) 558-1784	
Emergency Services	San Joaquin County Child Protective Services	(209) 468-1333	
Law Enforcement/Fire/Paramedic	San Joaquin County Sheriff's Department	(209) 468-4400	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	Sacramento Municipal Utility District (SMUD)	(888) 742-7683	

McCaffrey Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a multistep process:

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine the immediate response action.
4. Communicate the immediate response action.

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for a variety of emergencies are provided in this plan for the following:

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Each situation requires adherence to the policy below. In cooperation with local law enforcement and emergency services personnel, the following categories have been identified for emergency situations at GJUESD.

Level 1: Highest Threat to Life -- A major emergency that requires outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For a Level 1 emergency, it is important to remember that response time of outside agencies may be delayed.

Level 2: Moderate Threat--A moderate emergency that requires assistance from outside agencies are those that are serious, but may not create an immediate threat to life, such as fire, moderate earthquake, or a suspected act of terrorism.

Level 3: Lowest Threat-- A minor emergency that is handled by school personnel without assistance from outside agencies, such as a temporary power outage, minor earthquake, or minor injury on the playground.

Step Three: Determine the Immediate Response Action

The possible immediate response actions to be taken during emergency situations are:

Duck and Cover -- to protect students and staff from flying or falling debris.

Shelter in Place -- to place and/or keep students and staff indoors for a great level of protections.

Lock Down-- when a threat of violence or gunfire is identified and to prevent perpetrator/s from entering an area.

Evacuation-- when determination is made that it is unsafe to remain in a building.

Offsite Evacuation-- when remaining on campus is determined to be unsafe and off-site evacuation is necessary.

All Clear-- to notify students and staff that normal school operations may resume.

Step Four: Communicate the Appropriate Response Action

Once school and/or district leaders have determined the type and level of emergency, then selected an immediate response action, then school and/or district leaders will communicate to staff and students the response action. As appropriate, such communication will also be distributed via the school's PA system and other communication platforms such as Blackboard or Synergy.

The principal will periodically provide updates of the situation and emergency response as appropriate until the situation is resolved. The principal and/or superintendent will utilize communication platforms to inform parents and community stakeholders about the situation as appropriate.

Armed Assault on Campus

In the event of an Active Shooter situation, staff will initiate LOCKDOWN procedures, developed in collaboration with the Galt Police Department.

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Biological or Chemical Release

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside. Students who are outside should be taken inside as soon as possible –staff should follow Lockdown due to natural disaster, Shelter-in-Place procedures.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

1. Standard fire drill procedures may be followed
2. Ensure the evacuation location is safe and is uphill/upwind from any gasses, or fumes spreading from the spill.
3. If the evacuation area is unsafe, direct students and staff to an appropriate alternate location If a chemical spill occurs onsite and is localized or contained such as in a science class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.
4. If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
5. If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.
6. Notify 9-1-1 of the chemical or hazardous material incident.
7. Advise of the type of spill/chemical if known
8. Advise of any known injured persons or persons suffering difficulty breathing
 - a. Provide immediate first aid to those in need
9. Follow all instructions given by the fire department
10. Identify a staff member to greet emergency response teams and direct to the impacted area.
11. The principal or designee will notify the district of the incident.

Bomb Threat/ Threat Of violence

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

1. Evaluate the threat:
 - a. The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
 - b. Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated to evacuate.
 - c. Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

1. Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
2. Initiate a safety alert or an action alert depending upon circumstances
 - a. Notify District personnel
 - b. If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
 - c. You may provide specific instructions via school email.
 - d. The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.
 - e. Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.
3. The decision to search a room, building or any other area is the responsibility of the site administrator, but should be made in conjunction with or recommendation from law enforcement or fire authorities.
 - a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
 - b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted

- c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
 - d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
 - e. Suspicious items should be reported to administration
4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.
- a. Staff and students should evacuate taking only their personal belongings
 - b. Turning off site bell or intercom systems
 - c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

- 1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
- 2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration
 - a. Do not share in the information with students unless specifically directed to do so by the administration
- 3. If advised to conduct a search of your work area / classroom
 - a. Conduct a visual search only
 - b. You may open cabinets / drawers, but do not disturb the contents
 - c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description
 - d. Do not touch or move the item, leave it in place
 - e. Evacuate the room
 - f. When all persons have exited, lock the doors to eliminate persons from entering
 - g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

- 1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
 - a. An out of place backpack, without an apparent owner
 - b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.
 - c. An item constructed of PVC or metal pipes with sealed ends
 - d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
 - e. An item that appears to have unusual wires protruding
- 2. If directed by administration or law enforcement to evacuate an area
 - a. Instruct students to take their personal belonging and backpacks with them as they exit
 - b. When the last person has exited the room, lock the door
 - c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
 - d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence:

Procedures have been developed in collaboration with the Galt Police Department. Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Earthquake

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound
 - a. Do not evacuate your location until determined safe or advised to do so
 - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
 - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
 - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group
 - a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

Administration:

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system

3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
 - a. If the site is safe, may advise to return to classrooms
 - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Flooding

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

Administration & Support Staff Actions:

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
 - a. National Oceanic and Atmospheric Administration - www.noaa.gov
 - b. Sacramento County Office of Emergency Services – <https://sacoes.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

Teachers And Other Staff Actions:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
 - a. Quickly exit the room
 - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
 - c. Do not cross any areas of puddled or moving water
 - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

Maintenance Staff Actions:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

Heat Illness Prevention

Air Quality & Extreme Heat

GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;
- limiting vigorous activity; and/or
- postponing or canceling events.

AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly. See attached:

Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Loss or Failure Of Utilities

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Pandemic

Responding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:

- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.
- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.
- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

Surveillance and Reporting:

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity report in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness report in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition:

The Centers for Disease Control and Prevention (CDC) defines an influenza-like illness as having the following symptoms:

- Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.
- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and will be updated

Tactical Responses to Criminal Incidents

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents.

Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff-Describe:

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND:

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

Tilt head back and given spray (4 mg) into one nostril. If additional doses are needed, given in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER:

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

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Harm Reduction Coalition. (n.d.). Perform Rescue Breathing. Available at: <http://harmreduction.org/issues/overdose-prevention/overview/overdose-basics/responding-to-opioid-overdose/perform-rescue-breathing/>

Loimer, N., Hofmann, P., Chaudhry, H.R. (1992). Nasal administration of naloxone for detection of opiate dependence. *Journal of Psychiatric Research*, 26, 39-43.

Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution. (n.d.) Opioid Overdose Education and Naloxone Distribution MDPH Naloxone pilot project Core Competencies. Available at: <http://www.mass.gov/eohhs/docs/dph/substance-abuse/core-competencies-for-naloxone-pilot-participants.pdf>

RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO USE THIS CHART

STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to AirQuality.org.

STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

ACTIVITY	LEVEL 1 GOOD	LEVEL 2 MODERATE	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS	LEVEL 4 UNHEALTHY	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED ²	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ²
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

¹ Sensitive Individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

² To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> This level of heat poses little to no risk from expected heat 	<ul style="list-style-type: none"> No elevated risk 	<ul style="list-style-type: none"> No preventative actions necessary
1 (Yellow)	Minor	<ul style="list-style-type: none"> Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects 	<ul style="list-style-type: none"> Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration 	<ul style="list-style-type: none"> Increase hydration Reduce time spent outdoors or stay in the shade when the sun is strongest Open windows at night and use fans
2 (Orange)	Moderate	<ul style="list-style-type: none"> Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness Some risk for the general population who are exposed to the sun for longer periods of time Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help 	<ul style="list-style-type: none"> Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration Those not acclimatized to this level of heat (i.e., visitors) Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue Some transportation and utilities sectors Some health systems will see increased demand, with increases in emergency room visits 	<ul style="list-style-type: none"> Reduce time in the sun during the warmest part of the day Stay hydrated Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) Move outdoor activities to cooler times of the day For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	<ul style="list-style-type: none"> Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group Dangerous to anyone without proper hydration or adequate cooling Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective. Poor air quality is possible Power interruptions may occur 	<ul style="list-style-type: none"> Much of the population, especially anyone without effective cooling or hydration Those exposed to the heat/sun at outdoor venues Health systems likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day Stay hydrated Stay in a cool place especially during the heat of the day and evening If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	<ul style="list-style-type: none"> This is a rare level of heat leading to an extreme risk for the entire population Very dangerous to anyone without proper hydration or adequate cooling This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared Poor air quality is likely Power outages are increasingly likely as electrical demands may reach critical levels 	<ul style="list-style-type: none"> Entire population exposed to the heat is at risk For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly Health systems highly likely to see increased demand with significant increases in emergency room visits Most transportation and utilities sectors 	<ul style="list-style-type: none"> Cancel outdoor activities** Stay hydrated Stay in a cool place, including overnight If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. Check on your neighbors

*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.469 Board Consideration of Approval of Resolution No. 11-B – Resolution To Reduce Or Discontinue Particular Kinds Of Services [Certificated]
Presenter: Lois Yount Claudia Del Toro-Anguiano	Action Item: XX Information Item:

Due to reduced funding and district needs, the District must prepare to reduce and/or abolish particular kinds of service (“PKS”) provided by a certificated employee and a preschool permit employee for the 2024-2025 school year. Accordingly, the District seeks to reduce or abolish certain programs and services pursuant to Education Code sections 44949 and 44955.

The District recognizes that under state law, the District would need to provide notice on or before March 15th to any employee(s) designated for layoff before the 2024-25 school year. Such individuals have the right to request a hearing before an administrative law judge to challenge the layoff and the final decisions regarding layoffs. A proposed decision issued by the Administrative Law Judge returns to the Board for final action. Final notices must be issued before the 15th of May.

Relevant Education Code Sections

Education Code sections 44949, and 44955 - “No later than March 15th and before an employee is given notice by the governing board that his or her services will not be required for the ensuing year for the reasons specified in Section 44955, the governing board and the employee shall be given written notice by the superintendent of the district of his or her designee.”

Board Policy - Administrative Regulation 4117.3 -Personnel Reduction- when the district needs to reduce the number of permit and certificated staff, the district shall adhere to the notice, hearing and layoff procedure in Education Code 44949 and 44955.

Recommended Action

The District seeks approval of Resolution #11 to reduce particular kinds of services and abolish one (1) Certificated position.

Attachment: Resolution # 11

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION RESOLUTION NO. 11-B
RESOLUTION TO REDUCE OR DISCONTINUE PARTICULAR KINDS OF SERVICES
(CERTIFICATED LAYOFF)**

WHEREAS, the Board of Education of the Galt Joint Union Elementary School District (“District”) has determined that it is necessary to reduce or discontinue particular kinds of services of the District for the 2024-2025 school year in accordance with Education Code sections 44949 and 44955; and

WHEREAS, due to the reduction or discontinuance of services, the Governing Board has determined that it is in the best interest of the District that the number of regular certificated employees of the District be reduced; and

WHEREAS, the Governing Board has considered all positively assured attrition, including all deaths, resignations, retirements, non-reelections, and other permanent vacancies for 2024-2025 and, in addition to the attrition already assured, the Governing Board finds it necessary to reduce and/or discontinue additional services as set forth herein; and

WHEREAS, Education Code section 44955 provides that the services of no permanent employee may be terminated while any probationary or other employee with less seniority is retained to render a service which the permanent employee is certificated and competent to render; and

WHEREAS, in order for an employee to be eligible for reassignment to a position held by an employee with less seniority, the senior employee must be both credentialed and competent to render the service currently being performed by the junior employee pursuant to Education Code sections 44955, 44956, and 44957; and

WHEREAS, that, except as required by law, the order of termination shall be based solely on the needs of the District and its students as determined by the District; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education has decided to reduce the following particular kinds of services and provide statutory notices to the employee providing such services:

One (1) Single Subject, Social Studies Certificated Teacher, at 1.0 FTE

NOW, THEREFORE, be it resolved that the Superintendent or Designee is directed to send appropriate notices to the employee whose employment may be affected for 2024- 2025 school year, as a result of the adoption of this Resolution.

PASSED AND ADOPTED by the Governing Board of the Galt Joint Union Elementary School District on this 21st day of February 2024, by the following vote:

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

Attested To:

Lois Yount
Secretary of the Board of Education

Traci Skinner
President of the Board of Education



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.470 Board Consideration of Approval of Resolution No. 12 – Resolution to Reduce Particular Kinds Of Service And Abolish Classified Positions Due To Lack Of Work Or Lack of Funds
Presenter: Lois Yount	Action Item: XX Information Item:

Based upon lack of work or lack of funding, the district is eliminating the following positions:

1. Health Assistant II- 1.0 Position (Vacant)
2. Bilingual Community Outreach Assistant- 2.0 Positions (1 Vacant)
3. Instructional Assistant (6.0 hour)- 1.0 Position
4. Instructional Assistant (3.75 hour)- 6.0 Positions (2 Vacant)
5. Instructional Assistant, Bilingual- 2.0 Positions (Vacant)
6. Instructional Assistant, Preschool-1.0 Position
7. Instructional Assistant, Special Education (6.0 hour)- 3.0 Positions (2 Vacant)
8. Food & Nutrition Cashier- 1 Position (Vacant)
9. Maintenance Worker- 1.0 Position (Vacant)

The Food & Nutrition Cashier position recently became vacant, and it will now be advertised as Food Nutrition Assistant I position. The district is closing the last remaining Food & Nutrition cashier position due to job description updates that happened previously.

Board approval is recommended.

Attachment: Resolution # 12

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 12
RESOLUTION TO REDUCE PARTICULAR KINDS OF SERVICE
AND ABOLISH CLASSIFIED POSITIONS
DUE TO LACK OF WORK OR LACK OF FUNDS**

WHEREAS, Education Code sections 45114, 45117, 45298, 45308, 44957 and Article XIII of the negotiated agreement between the Galt Joint Union School District and the Galt California School Employees Association, Chapter No. 362, and applicable Board Policy and Administrative Regulation, permit the Board of Trustees to abolish or reduce classified positions due to lack of work or lack of funds;

WHEREAS, the Board of Trustees of the Galt Joint Union School District has determined that it shall be necessary and in the best interest of the District to abolish or reduce the following classified positions in the District not later than June 30, 2024, due to lack of work or lack of funds:

Health Assistant II	1.0 Position (VACANT)
Bilingual Community Outreach Assistant	2.0 Positions (1 VACANT)
Instructional Assistant (6.0 hour)	1.0 Position
Instructional Assistant (3.75 hour)	6.0 Positions (2 VACANT)
Instructional Assistant, Bilingual	2 Positions (VACANT)
Instructional Assistant, Preschool	1.0 Position
Instructional Assistant, Special Education (6.0 hour)	3.0 Positions (2 VACANT)
Food & Nutrition Cashier	1.0 Position (VACANT)
Maintenance Worker	1.0 Position (VACANT)

NOW, THEREFORE, BE IT RESOLVED that as of the close of the business day on June 30, 2024, the above referenced classified positions shall be abolished or reduced.

BE IT FURTHER RESOLVED that the Superintendent, or Superintendent’s designee, is authorized and directed to give notice to the affected classified employees affected by this Resolution no later than March 15, 2024.

ADOPTED by the Board of Trustees of the Galt Joint Union School District on February 21, 2024, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

Attested To:

 Lois Yount
 Secretary of the Board of Education

 Traci Skinner
 President of the Board of Education



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.471 Board Consideration of Approval of Resolution No. 13 – Resolution to Reduce Particular Kinds Of Service Due To Lack Of Work Or Lack Of Funds [Classified]
Presenter: Lois Yount	Action Item: XX Information Item:

The District recommends reducing hours for one (1) Bilingual Office Assistant from 8 to 4 hours and six (6) Bright Future Learning Center Technicians from 8 to 6 hours.

Board Approval is recommended.

Attachment: Resolution No. 13

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 13**

**RESOLUTION TO REDUCE PARTICULAR KINDS OF SERVICE
DUE TO LACK OF WORK OR LACK OF FUNDS**

WHEREAS, Education Code sections 45114, 45117, 45298, 45308, 44957 and Article XIII of the negotiated agreement between the Galt Joint Union School District and the Galt California School Employees Association, Chapter No. 362, and applicable Board Policy and Administrative Regulation, permit the Board of Trustees to abolish or reduce classified positions due to lack of work or lack of funds;

WHEREAS, the Board of Trustees of the Galt Joint Union School District has determined that it shall be necessary and in the best interest of the District to abolish or reduce the following classified positions in the District not later than June 30, 2024, due to lack of work or lack of funds:

Bilingual Office Assistant	1 Position - Reduce from 8 hours to 4 hours
Bright Future Learning Center Technicians	6 Positions - Reduce from 8 hours to 6 hours

NOW, THEREFORE, BE IT RESOLVED that as of the close of the business day on June 30, 2024, the above referenced classified positions shall be abolished or reduced.

BE IT FURTHER RESOLVED that the Superintendent, or Superintendent’s designee, is authorized and directed to give notice to the affected classified employees affected by this Resolution no later than March 15, 2024.

ADOPTED by the Board of Trustees of the Galt Joint Union School District on February 21, 2024, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

Attested To:

Lois Yount
Secretary of the Board of Education

Traci Skinner
President of the Board of Education



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.472 Board Consideration of Approval of Resolution No. 14 – Resolution To Eliminate And/Or Reduce The Number Of Child Development Permit Employees Due To Lack Of Work And/Or Lack Of Funds
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Presenter: Lois Yount Claudia Del Toro-Anguiano	Action Item: XX Information Item:
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Due to reduced funding and District needs, the District must prepare to eliminate or reduce the number of child development permit employees.

Education Code section 8303 permits the Governing Board to reduce or discontinue child development services at any time during the school year, not later than the beginning of the next school year, for lack of work or lack of funds.

Recommended Action

The District seeks approval of Resolution #14 to reduce two (2) .75 FTE child development permit teachers beginning the 2024-2025 school year.

Attachment: Resolution # 14

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 14**

**RESOLUTION TO ELIMINATE AND/OR REDUCE THE NUMBER OF
CHILD DEVELOPMENT PERMIT EMPLOYEES DUE TO LACK OF WORK AND/OR LACK
OF FUNDS**

WHEREAS, Education Code section 8303 permits the Governing Board to reduce or discontinue child development services at any time during the school year; not later than the beginning of the next school year for lack of work or lack of funds; and

WHEREAS, it shall be necessary to terminate at the end of the 2023-2024 school year the employment of certain child development permitted employee(s) of the District; and

THEREFORE, BE IT RESOLVED by the Governing Board of the Galt Joint Union Elementary School District that the following particular kinds of services shall be reduced or eliminated no later than the beginning of the 2024-2025 school year:

PARTICULAR KIND OF SERVICE	NUMBER OF FULL-TIME (FTE) POSITIONS
Child Development Permit Teacher(s)	2 positions at .75
	Total FTE 2 at .75

BE IT FURTHER RESOLVED that the Superintendent or her designee is directed to send appropriate notices to all employee(s) whose positions may be lost by virtue of this action. Nothing herein shall be deemed to confer any status or rights upon child development permit employees or other employees in addition to those specifically granted to such employees by statute.

PASSED AND ADOPTED by the Governing Board of the Galt Joint Union Elementary School District this 21st day of February 2024, by the following vote:

Ayes:

Nays:

Abstain:

Absent:

I, _____, hereby certify that the foregoing is a true and correct copy of the resolution duly and regularly adopted by the Governing Board of the Galt Joint Union Elementary School District at a meeting thereof held on the 21st day of February 2024.

Secretary to the Governing Board
Galt Joint Union Elementary School District
County of Sacramento, State of California



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.473 Board Consideration of Approval of 2023-24 Arts and Music in Schools (AMS) Annual Report
Presenter: Alejandra Garibay	Action Item: XX Information Item:

Proposition 28—Arts and Music in Schools Funding

The Arts and Music in Schools (AMS) initiative provides additional funding for arts education in California public schools. On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. GJUESD is required to ensure that at least 80 percent of AMS funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for GJUESD administrative expenses.

According to statute 8820(g)(4), this annual report must be board approved, submitted to the CDE, and posted to the LEA's website. (Note: The CDE reporting tool is under development.) The mandated information for this report includes:

- The number of full-time equivalent teachers, classified personnel, and teaching aides
- The number of pupils served
- The number of school sites providing arts education programs with AMS funds

Board approval is recommended.



2023-24 Arts and Music in Schools (AMS) Annual Report:

The Galt Joint Union Elementary School District's (GJUESD) Art & Music in Schools Annual Report is developed in accordance with statute code 8820 (g)(4).

This annual report must be board approved, submitted to the CDE, and posted to the GJUESD website.

The mandated information for this report includes:

1. The number of full-time equivalent teachers, classified personnel, and teaching aides:
 - Under the AMS plan, we have hired 1 FTE Art Teacher for McCaffrey Middle School.
2. The number of pupils served: GJUESD serves about **3,400 students as of December 2023**.
3. The number of school sites providing arts education programs with AMS funds: Total Allocation for GJUESD: **\$545,791**. The following is the breakdown by site:
 - Robert L. McCaffrey Middle
 - Allocation: \$114,664
 - Lake Canyon Elementary
 - Allocation: \$76,384
 - Vernon E. Greer Elementary
 - Allocation: \$87,313
 - Fairsite Elementary/Preschool:
 - Allocation: \$33,870
 - Valley Oaks Elementary
 - Allocation: \$87,139
 - River Oaks Elementary
 - Allocation: \$81,279
 - Marengo Ranch Elementary
 - Allocation: \$65,142

GJUESD must annually certify that all funds will be used to provide arts education programs, among other assurances.

Pursuant to California Education Code Section 41020, these funds are subject to the annual state compliance audit.

MISSION STATEMENT

The school district's mission is to promote growth and achievement through innovative educational programs that integrate personal strengths, social-emotional and academic learning for all children.

Superintendent: Lois Yount | Chief Business Official: Alejandra Garibay
Curriculum Director: Claudia Del Toro-Anguiano | Educational Services Director: Kuljeet Nijjar
Board of Trustees: Traci Skinner, Casey Raboy, Katherine Harper, Annette Kunze, Wesley Cagle



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.474 Board Consideration of 2024 Ballot for California School Boards Association (CSBA) Delegate Assembly
Presenter: Lois Yount	Action Item: XX Information Item:

Enclosed is the 2024 ballot material for election to CSBA’s Delegate Assembly Subregion 6-B (Sacramento County).

The Board may vote for up to the number of seats to be filled in the sub-region as indicated on the ballot. The Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates.

All re-elected and newly elected Delegates will serve two-year terms from April 1, 2024 to March 31, 2026. The next meeting of the Delegate Assembly takes place on Saturday, May 19 and Sunday, May 20, 2024.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

Ken Barnes (Robla SD)

Christine Jefferson (Twin Rivers USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

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

REGION 6 – 18 Delegates (11 elected/7 appointed)◆

Director: Jackie Thu-Huong Wong (Washington USD)

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

Subregion 6-A (Yolo)

Deborah Bautista-Zavala (Woodland Joint USD), term expires 2024

Subregion 6-B (Sacramento)

Michael Baker (Twin Rivers USD)◆, appointed term expires 2025

Stacey Bastain (Twin Rivers USD), term expires 2025

Nancy Chaires Espinosa (Elk Grove USD) ◆, appointed term expires 2024

Pam Costa (San Juan USD), term expires 2025

Zima Creason (San Juan USD)◆, appointed term expires 2024

Craig DeLuz (Robla ESD), term expires 2025

Gina Jamerson (Elk Grove USD) ◆, appointed term expires 2025

Christine Jefferson (Twin Rivers USD), term expires 2024

Kara Lofthouse (Folsom-Cordova USD), term expires 2025

Noel Mara (Natomas USD), term expires 2025

Chinua Rhodes (Sacramento City USD)◆, appointed term expires 2025

Jamee Villa (Sacramento City USD)◆, appointed term expires 2024

Paula Villescaz (San Juan USD)◆, appointed term expires 2025

Vacant, term expires 2024

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2024

Jessica Rodgers (El Dorado Union HSD), term expires 2025

County Delegate:

Shelton Yip (Yolo COE), term expires 2024

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

Delegate Assembly Biographical Sketch Form for 2024 Election



Deadline: Sunday, January 7, 2024 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2024. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2024. **It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.**

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: _____

Name: Christine Jefferson CSBA Region & subregion #: 6B

District or COE: Twin Rivers USD Years on board: 3 Years

Profession: Retired Contact Number (Cell Home Bus.): 916-548-8095

Primary E-mail: Christine.Jefferson@twinriversusd.org

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: _____

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

I believe that the Delegate Assembly brings a strong voice to public policy. As a grassroots community leader, it is important to have a balanced approach to ensuring that our policies are aligned with the needs of schools and also practical.

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

I have spent many decades working and serving in the Del Paso Heights community. I have served as secretary on the Grant Little League. I have served two terms as a cheerleader coach to many students at Grant Union High School. I have served on the UCAN Board helping to promote students going to college. I have also volunteered for over 20 years at the TLC Soup Kitchen helping to feed the community. I have helped to form the Del Paso Heights Community Association. I have served along as a volunteer chaplain at Folsom State Prison for two years.

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

I believe the achievement gap is the biggest challenge facing governance boards and CSBA can address by providing and promoting learning opportunities on how boards can address this in a practical way.

View results

Respondent

58

Anonymous

48:21

Time to complete

1. I have been... *

Appointed

Nominated

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

Yes - consent granted

3. Full name *

Kendrick LaKeith Barnes (known as "Ken Barnes")

4. Region/subregion *

6B



5. Name of District or COE *

Robla Elementary School District (ESD)

6. Years on board *

11

7. Profession

Career Services Manager - University of California, Davis

8. Contact number *

9165388783

9. Primary email address *

kbarnes@robla.k12.ca.us

10. Are you an incumbent Delegate? *

Yes

No

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

I am in my 12th year as a member of the Robla ESD School Board, and have 25 years of experience in career services at the University of California, Davis. That means I have experience in preparing children for college, helping them successfully navigate a top-ranked university, and entering the next chapter of their lives as they graduate and join the workforce. That perspective, and the experience associated with it, should be represented in the Delegate Assembly.

The skills I bring are program analytics, detailed knowledge of the job market and what it takes for people to successfully enter it, program evaluation, and key involvement in DEI topics that enrich districts. I also bring an awareness and experience in how to achieve goals when facing challenges, whether they are financial, structural, or curricular. I have led programs from creation to fruition, and have the knowledge, skills, and abilities to be innovative, develop ideas, and see them through to completion and assessment.

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

I have been an active member of my school board for 11 years, and have held the roles of President, Vice President (currently), and Clerk. I have also been active on other boards such as the Sacramento Area Bicycle Advocates (SABA). Before joining the Robla School Board I was an active member of Site Council, and actively participated in endorsing and supporting local political candidates.

I have also participated in numerous educational conferences that enhance my KSAs in serving my district's and state's diverse student population.

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

This is a tough question because there are several large challenges - including funding schools at necessary levels through the current state deficit, the politicalization of school boards, school safety, and the effects of COVID-19 on academic performance. I cannot pick one challenge because every corner of our state and many districts face severe and multiple challenges. If you want the single largest challenge, I would say it is providing the children of California with the resources they need to succeed in the face of budget deficits, a polarizing political environment, school safety, and the effects of COVID-19 - among other things.



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.475 Board Consideration of Approval to Piggyback on the Santa Cruz City Schools Contract with American Modular Systems for two Modular and/or Prefabricated Structures (Building(s)), Portable Classrooms at Vernon E. Greer Elementary School
Presenter: Lois Yount	Action Item: XX Information Item:
<p>Public Contract Code (PCC) section 20118 permits school districts to purchase “personal property” from a vendor without competitive bidding if they “piggyback” on a contract that the vendor has with another public agency.</p> <p>This project entails purchasing and installing two modular classrooms at Vernon E. Greer Elementary School. The sales agreement with American Modular Systems includes the buildings, ramps, cabinets, sinks, set-up, installation and DSA fees.</p> <p>Pricing is guaranteed under a Piggyback contract approved by Santa Cruz City Schools District on May 10, 2023.</p> <p>Attachments:</p> <ol style="list-style-type: none"> 1. American Modular Systems Proposal 2. Documentation of the Piggyback contract from Santa Cruz City Schools <p>Funding source: Expanded Learning Funds - \$265,370</p> <p>Board approval is recommended.</p>	



787 Spreckels Avenue
 Manteca CA, 95336
 P 209.825.1921

REVISED February 7, 2024
 February 2, 2024

Galt Joint Union Elementary School District
 1018 C Street, Suite 210
 Galt, CA 95362

Re: DSA Approved 30x32 Classrooms
 Vernon Greer Elementary School

Attn: Lois Yont
 Superintendent

American Modular Systems is pleased to provide our proposal for the (2) DSA Approved 30x32 Classrooms at Vernon Greer Elementary School. Our pricing is based upon the AMS-provided conceptual floor plans dated 12/11/20 attached to this proposal for reference.

Galt Joint Union Elementary School District is utilizing the provisions of the Santa Cruz City Schools Facility Supply Services Contract and the scope of work as listed below, and in the Inclusions and Exclusions as outlined. The omission of any item(s) not listed in the assumed scope shall not be construed to be included in this pricing.

Base Building(s): DSA approved modular classroom buildings, steel rigid frame construction, Type V non-rated construction, 20 lb roof load, 50+15 lb floor load, 99 basic wind load, 2022 CBC, Ss = 0.582, Non-WUI area, Climate Zone 12, FOB Galt, CA.

(2) each; 30x32 DSA Approved Classrooms	960 s.f. ea / \$114,130 ea	\$ 261,900
Design & Engineering		<u>\$ 3,470</u>
	Total	\$ 265,370

Per conceptual AMS-provided floor plans dated 12/11/20 attached and refer to inclusions/exclusions list attached

Terms:

Monthly progress payment net 20 days. Quote good for 60 days. Design fees due at DSA submittal.

Proposal Schedule:

Signed Proposal	February 2024
Contract/PO	March 2024
Approved Submittals	March 2024
DSA Approval	May 2024
Delivery/Set	September/October 2024
Substantial Completion	October/November 2024



The Project Schedule is an estimation contingent upon building material availability as well as agency approval requirement(s) and is subject to change. The materials listed are based on the understood availability at the time this proposal was generated and may be substituted or altered by AMS in order to maintain the project schedule.

Attachments/Exhibits:

AMS-provided conceptual floor plans dated 12/11/20

Thank you for the opportunity to provide our proposal. If accepted, please sign below accepting the standard terms and conditions of our Cooperative Purchasing Contract, and per the descriptions and pricing listed above.

Accepted By:

Galt Joint Union Elementary School District

Signature

Printed Name

Title

Date

DMS/jt

American Modular Systems, Inc.



Signature

David Sarich

Printed Name

Program Manager

Title

2/2/24

Date

Inclusions

Building Envelope:

- 2022 CBC
- Engineering & Design
- Standard delivery/Set-up
- Steel moment frame DSA PC design
- 20ga standing seam galvanized metal roof, standard ¼:12 single slope to rear
- Reinforced wood floor system
- AMS standard wood foundation
- 2"x4" wall framing
- R-19 roof insulation, R-13 walls
- (1) nominal 12 lf ramp w/ 5x7 landing each classroom
- Tempered, dual glazed, bronze anodized non-operable 8'-0x4'-0 aluminum framed windows as shown

Exterior:

- 18 ga exterior hollow metal door
- 16 ga hollow metal knockdown door frame
- Duratemp vertical groove siding
- 2" x 3" downspouts
- AMS Standard Dunn Edwards paint
- AMS Standard 2 color option
- 5 ft. front overhangs, 2 ft. rear overhangs, no side overhangs
- Non-enclosed soffits

Interior:

- 8' 6" suspended T-bar ceilings with Armstrong 2'x4' lay-in fiberglass ceiling tiles
- (1) 16'x4' white markerboard per classroom
- AMS standard vinyl tack board interior wall covering over ½" gypboard, batten close-up
- AMS standard Patcraft broadloom carpet with 4" rubber base
- AMS standard walk-off tiles mat at entry
- AMS standard sink; (1) each per classroom
- AMS standard plastic laminate casework with AMS standard classroom sink:
 - 6 lf tall cabinet, 15 lf drawers adjacent to sink cabinet, no upper cabinets
 - 4" backsplash

Lighting, Electrical, Data:

- LED Interior lighting
- Occupancy sensors
- (1) AMS standard exterior light at exterior door
- Single phase interior wall electrical panel stubbed to outside
- Electrical receptacles, data, and quantity per PC (layout to be provided by project AOR)

Mechanical:

- Wall hung 4-Ton electric HVAC system, single phase
- Programmable T-Stats
- Standard ducted supply registers

Inclusions (continued)

Additional Features/Items:

- Wall-mount fire extinguisher
- AMS standard Schlage cylinder exterior door hardware
- Project/contract supervision
- One year warranty
- Sales tax

Exclusions

General Specification, Fees, and Site Requirements:

- DSA approval, DSA plan fees, DSA inspection fees, DSA inplant/site inspection fees
- HCD fees, site inspections/approvals
- Architect fees
- Union Labor
- Builders Risk Insurance
- Site security to include the delivered buildings
- Airport proximity STC compliance
- Extreme climate zone HVAC coordination
- Solar option design/approval
- Shuttle charges from off-site staging area to project site

Foundation, Foundation Prep:

- Concrete foundations, foundation embeds, vent/access wells, drywells, foundation pit excavation, off-haul of spoils
- Foundation flashing
- Crane charges (if necessary)
- Surveying, site preparation/site improvements
- Plans showing grades, benchmarks, maintenance of benchmarks, setbacks, finish floor heights, etc.
- Adequate all weather vehicle/trades access to building pad
- Soils testing, soils reports
- Special handling due to inaccessible site conditions

Equipment and Devices:

- Fire alarm system
- Ramp transitions to grade
- Fire sprinklers/risers
- Exterior / interior drinking fountain
- Drinking fountain rails/guards

Exclusions (continued)

Electrical and Data:

- EMS systems, EMCS systems pathways and/or coordination
- Load monitoring provisions
- Low voltage systems, motion detectors, intrusion/security systems, cameras, keypads
- IDF cabinets, wires, devices or pathways, pull strings
- ALL Signage
- Projection screens, projectors, TV/monitor brackets, CCTV

Site, Final Connection, Drainage and Plumbing:

- Full-time supervision
- Temporary power/water/phone, job trailer, fencing, internet
- Dust control, project debris bin
- SWPPP
- Security, portable toilets, dumpster, storage
- Sidewalks, flatwork, curbs, mow strips, landscaping
- Utilities/connections
- RWL connections to underground

Miscellaneous:

- Sealing/waxing of finish floor coverings
- Casework
- Epoxy grouts, grout sealers
- Window coverings, security screens, window/building awnings, side overhangs
- Appliances, furniture, soap/paper dispensers, hand dryers, changing tables, feminine hygiene dispensers
- Master keying
- Rated walls
- Air balance reports/testing
- Water chlorination
- Flooring and rubber base

Special Notes:

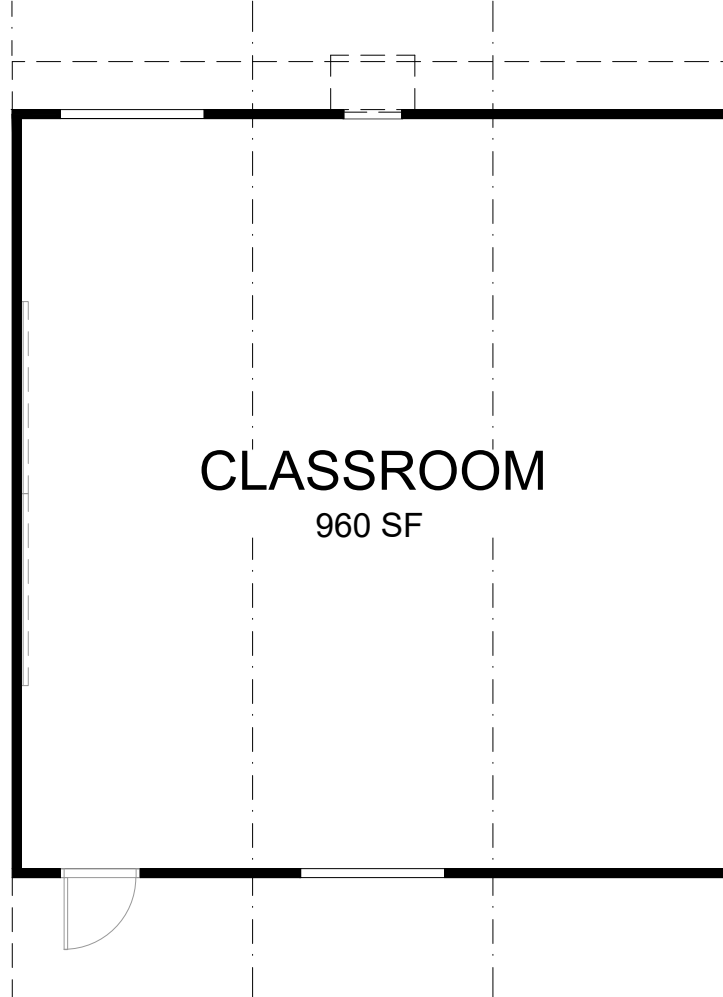
District must provide an ALL WEATHER truck accessible level/compacted prepared pad. The pad shall be a maximum of 6" from grade level measured diagonally along long axis. All sites exceeding 6" shall be charged on a site-by-site basis. Foundation pad over-excavation must be minimum 5' on all four sides.

Point of Connection Drawings (POC) as coordinated with the AOR and design team, supersedes any previous drawings and/or communications regarding POC's, including the DSA approved drawings. The locations and sizing reflected on the POC sheet are the responsibility of the Architect of Record to provide to the appropriate on-site contractors for coordination and execution.

AMS does not have the following included in our scope as listed above per the new requirements in 2016 CBC: exterior lighting back-up battery load monitoring provisions, EMCS systems pathways and/or coordination, airport proximity STC compliance, extreme climate zone HVAC coordination and solar option design/approval. AMS provides non-operable windows as standard for all projects unless otherwise coordinated.

The omission of any item(s) not listed in the assumed scope and/or exclusions shall not be construed to be included in this pricing. All projects per AMS standard PC guidelines, manufacturing methods, finishes and fixtures. AMS does not include direction and/or design for options not included in our scope unless otherwise stated or coordinated prior.

All AMS products are to be considered relocatable at any future date after the initial installation.



- GEN7
- EVOLVE
- FORM
- 2GO

30' x 32' CLASSROOM

DATE 12/11/20
CLIENT
PROJECT



BID MANUAL

**FACILITY SUPPLY SERVICES CONTRACT
AT VARIOUS SITES**

**SANTA CRUZ CITY SCHOOLS
133 Mission Street #100
Santa Cruz, CA 95060**

APRIL 16, 2020

**MINUTES OF THE REGULAR MEETING
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
May 10, 2023**

Convene Open Session

Board President Owen called this Regular Meeting Open Session to order at 6:33p.m.

Attendance at Meeting

John Owen	Patricia Threet	Kevin Grossman	Angela Meeker	Kyle Kelley
Claudia Vestal	Sheila Coonerty			

Student Board Representative, Eva Diop
Student Board Representative, Neveah Karraker
Student Board Representative, Lynda Otero

Kris Munro, Superintendent
Dorothy Coito, Assistant Superintendent, Educational Services
Molly Parks, Assistant Superintendent, Human Resources
Jim Monreal, Assistant Superintendent, Business Services

Members of the Audience

Welcome and Format

Board President Owen welcomed those in attendance and explained the format used for this Regular Meeting of the Board of Education.

3.3 Agenda Changes, Additions, or Deletions

None.

PUBLIC COMMENTS

Jessica Reeves, Heidi Hurley, Susie O'Hara, Lacey Grey, and others came to express their concern about the removal of the Westside Parent Education Nursery School (WPENS) from the Bay View campus. They spoke of the impactful community that WPENS has created and expressed gratitude for the service of Teacher Cory Cherk throughout the years. They requested that the Board allow WPENS to remain on the Bay View campus for one year and that SCCS work to identify and collaborate on finding an alternate location for their school site.

SUPERINTENDENT'S REPORT

Superintendent's Report

Superintendent Munro began her report by congratulating Executive Assistant Alyssa Martinez for welcoming her first daughter into the world. Alyssa started with SCCS in 2020 and tonight will be Alyssa's final Board meeting. Ms. Munro expressed her deepest gratitude for Alyssa's years of service as her assistant, and to the district, stating that she will be missed. Superintendent Munro went on to state that interviews had been held for Student Trustees for the upcoming school year and the current Student Trustees provided input. Ms. Munro discussed the collaboration day for incoming TK teachers and expressed her excitement that TK enrollment is coming in higher than projected which means that more students will have preschool than ever

before. Ms. Munro discussed the last two Vision 2030 Committee meetings wherein members continued with context building, discuss process, learned about updated housing data for Santa Cruz, and discussed the need to reduce expenditures by 1 million per year. Ms. Munro concluded her report by providing her final COVID response update as the Federal State of Emergency officially ended.

Student's Report

Student Board Representative Eva Diop gave a brief report where she expressed excitement at the events happening on campus including the Rainbow Flag Ceremony, Senior Award Night, SCHS Rainbow Alliance Drag Show, Prom, Senior Week, Black Graduation on May 20th at London Nelson and Graduation on the SCHS Field on May 26th.

Student Board Representative Neveah Karraker began her report by sharing that Senior Prom was held at the Paradox Hotel, the Casino Night theme had fake money, poker chips, card games and students had a blast. Ms. Karraker said that their production of *Little Shop of Horrors* had an excellent turnout. She lauded Harbor's Art Show which showcased student work including painting, charcoal, ceramics, and paper mache. Ms. Karraker also commended the Film Society for working hard on the upcoming the Film Festival at Café Warner Theater. Ms. Karraker concluded her report by thanking Executive Assistant Martinez for her guidance and support throughout Ms. Karraker's time as a Student Trustee and wished Alyssa and her family the best.

Student Board Representative Lynda Otero began her report by discussing the annual Agua Frescas event in the quad which included a Ballet Folkloric Club performance, Assistant Principal Quevedo's musical group, and treats such as Horchata and Jamaica. She shared that small rainbow flags were given to teachers to place in their classrooms. Ms. Otero concluded her report by discussing the senior celebrations that are happening throughout our schools and expressed her excitement to attend Soquel High's prom at Roaring Camp next week.

BOARD MEMBERS' REPORTS

Board Members' Reports

Trustee Threet thanked Alyssa Martinez for her work with the board and thanked the Student Trustee's for all their hard work this year on the board.

Trustee Grossman began his report by offering his congratulations to all the graduates, sharing that he has an 8th Grader who will be moving onto Santa Cruz High School next year. Trustee Grossman shared that he volunteered as a judge for the Soquel High Biotechnology Debate and was wowed by how sharp and focused rebuttals were. Trustee Grossman also discussed his visit to Harbor High where he helped hold mock interviews for the Photography and Health Services CTE students. Trustee Grossman concluded his report by discussing his visit to Gault and the Mission Hill Middle School Choir Pop Concert where the choral performers showed incredible skill.

Trustee Meeker shared her gratitude to everyone managing all the finer details of end of the year events. Trustee Meeker attended the Monarch Exit Criteria Celebration and LGBTQ Task Force where she learned about exciting upcoming events such as Queer Graduation. Trustee Meeker discussed the data shared about enrollment projections at the last Vision 2030 meeting. She concluded her report by saying she was looking forward to celebrating students at the upcoming graduations and attending the Queer Youth Leadership Awards.

Trustee Vestal shared that she had also attended the Monarch Exit Criteria Presentation, stating that it was a joy to see the participation of parents in those early stages of life. Trustee Vestal also attended the LGBTQ

Task Force meeting and was amazed by the number of activities they are working towards. She concluded her report by sharing that she visited Gault where she saw engaged students, vibrant classrooms, a beautiful library and met two of the seven student teachers. She expressed her gratitude to Principal Amariah Hernandez for showing her around.

Trustee Kelley shared that he completed session five of Masters in Governance which discussed community relations and advocacy and was excited about all he has been learning. He also shared that he attended Music in the Park where the Santa Cruz High Band performed, stating your kids too can go to Carnegie hall!

Trustee Coonerty began her report by wishing the three current Student Trustees the best for the future and said that she had truly enjoyed their presence on the board. Trustee Coonerty shared that having been on the board for 10 years, this year struck her how much positive growth and change has occurred and how she has been impressed by the innovative ways that SCCS has found to get things done. Trustee Coonerty concluded her report by stating how proud she is of SCCS.

Board President's Report

Board President Owen began his report for thanking Alyssa Martinez for her time on the board, stating that when he was new to the Board she was extremely patient and kind, and that it will not be forgotten. President Owen went on to state that he helped conduct the incoming Student Trustee interviews and he felt the current Student Trustees had set the bar high for the incoming Student Trustees, saying the new folks have some big shoes to fill. President Owen shared that the Vision 2030 Committee had participated in a very rich discussion during their last meetings and said that he felt it had been one of the more effective committees he has been on over the years. President Owen concluded his report by sharing that he also attended Music in the Park, stating it was a great event where he got sunburnt and thoroughly enjoyed himself and the opportunity to be a part of the community.

APPROVAL OF MINUTES

1. MSP (Threet/Kelley) 7-0, the Board of Education approved the Minutes of February 22, 2023 Meeting.
2. MSP (Threet/Kelley) 7-0, the Board of Education approved the Minutes of March 22, 2023 Meeting.

GENERAL PUBLIC BUSINESS

Closed Session Items

Report of Actions Taken in Closed Session

1. Ms. Parks shared information with the Board on Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments. The Board voted 6-0 to move forward with Ms. Parks' recommendation.
2. Ms. Parks shared information with the Board regarding Public Employee Discipline/Dismissal/Release/Complaints.
3. Ms. Parks provided an update to and received direction from Trustees regarding negotiations with GSCFT.
4. Ms. Parks provided an update to and received direction from Trustees regarding negotiations with SCCCE.
5. The Board reviewed and discussed public employee performance evaluation (Govt. Code Section 54957) – Superintendent.

Acknowledgement of Gifts

The Soquel Parent Booster Group (Soquel Fund) donated a comprehensive stereo/sound system to Soquel High School, for installation in the School Stadium (Dewey Tompkins Stadium).

Board President John Owen noted that as was requested at the last Study Session Meeting, the consent agenda has been moved to the end of the meeting.

ITEMS TO BE TRANSACTED AND/OR DISCUSSED

8.2.1.1 Staff Report: 2023 High School International Travel Update

Superintendent Munro introduced teachers Nehal Pfiesser and Larkin Wilson and their students to present on the High School International Travel Update. The Career Technical Education Biotechnology course at Soquel High School and the International Baccalaureate Film class at Harbor High School both had opportunities to travel to Europe for learning experiences this school year. In January, the Harbor High International Baccalaureate Film class traveled to Paris, France for the American School of Paris's annual "Clash of the Titans!" Film Competition. And, in February, Soquel High School Biotechnology students traveled to Edinburgh and London where they attended the 2023 International Conference on Biotherapeutics Analytical and Bioinnovation Conference as well as tours and workshops on medicine and forensics. Trustees were moved by the presentation and the opportunities afforded to high school students this year. Trustees expressed gratitude to our teachers, asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.2.1.2 New Business: Career Technical Education Five Year Plan

Assistant Superintendent Coito introduced Director Julia Hodges to provide the Career Technical Education (CTE) Five Year Plan. Santa Cruz City Schools has a long, rich history in offering award-winning CTE high school courses. CTE programs are federal programs that require that every district has a CTE Plan that is approved by the district Board of Trustees and is annually reviewed by the district CTE Advisory. The proposed SCCS CTE Plan is a five-year plan that follows both the state of California and federal guidelines and requirements. It was developed by focusing on areas of growth as indicated by the state CTE Incentive Grant self-assessment and the federal Perkins grant needs assessment. The district CTE Advisory, composed of students, teachers, industry partners, administrators, and parents, gave input into the plan as did the district CTE staff. Trustees asked questions and had discussion.

MSP (Threet/Kelley) 7-0, the Board of Education approved the Career Technical Education Five Year Plan.

Student Trustee Diop recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

Student Trustee Otero recommended a yes vote on this matter.

8.2.2.1 New Business: Resolution 40-22-23: Inter-Fund Loans for Cash Flow

Assistant Superintendent Monreal introduced the annual Resolution 40-22-23: Inter-Fund Loans for Cash Flow. The District may have a need to transfer cash to another fund while waiting for Federal or State apportionments. This annual resolution would allow funds to be temporarily transferred to another fund of the District for payment obligations. The transfer is accounted for as a temporary borrowing between funds and is not available for budgeting. Amounts that are transferred shall be repaid in the same fiscal year, or within the final 120 days of a fiscal year. Borrowing shall occur only when the fund receiving the money will earn sufficient revenue during the current fiscal year to repay the amount transferred. No more than 75% of the maximum of money held in any fund or account during a current fiscal year may be transferred. Assistant Superintendent Monreal recommended the approval of Resolution 40-22-23: Inter-Fund Loans for Cash Flow. Trustees asked questions and had discussion.

Trustee Vestal motioned to approve the Inter-Fund Loans for Cash Flow. Trustee Threet seconded the motion.

The motion was passed by the following roll call vote:

Roll Call Vote: Threet – Yes	Grossman – Yes	Meeker – Yes	Vestal – Yes
Kelley – Yes	Coonerty – Yes	Owen – Yes	

Student Trustee Diop recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

Student Trustee Otero recommended a yes vote on this matter.

8.2.2.2 New Business: Resolution 42-22-23: Special Reserve Fund 17

Assistant Superintendent Monreal brought forward Resolution 42-22-23: Special Reserve Fund 17. On June 15, 2022, the Board passed Resolution #41-21-22, Commitment of Funds. These committed funds were for the 2022-23, 2023-24, and 2024-25 budgets and included Chromebook replacement, curriculum master planning, e-rate cost share, post-employment benefits, Social Emotional Counselors and more. During the 2022-23 school year, the Board resolved to set aside funds for future transportation costs that may be associated with a new required transportation plan. Establishing Special Reserve Fund 17 is a way for SCCS to weather impending revenue loss and to clearly illustrate the Board’s resolutions to set aside funds in the multi-year projection. Per Education Code Section 42842, amounts from this special reserve fund must first be transferred into the general fund or other appropriate fund before expenditures may be made. Special Reserve Fund 17 is authorized by statute and will function effectively as an extension of the general fund. The Board may return funds from Fund 17 to the general fund by Board action. Trustees asked questions and had discussion.

GSCFT President Casey Carlson made a public comment and spoke on behalf of the Federation stating that they had initially spoken against the Special Reserve Fund 17 when it was first brought up as they did not understand it at the time, but through working with the District they now have a better understanding and support the Resolution.

Trustee Grossman motioned to approve the Resolution 42-22-34: Special Reserve Fund 17. Trustee Coonerty seconded the motion.

The motion was passed by the following roll call vote:

Roll Call Vote: Threet – Yes	Grossman – Yes	Meeker – Yes	Vestal – Yes
Kelley – Yes	Coonerty – Yes	Owen – Yes	

Student Trustee Diop recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

Student Trustee Otero recommended a yes vote on this matter.

8.2.2.3 New Business: Alternative Design Build Process for Educator/Workforce Housing Delivery

Assistant Superintendent Monreal introduced Director Trevor Miller to present on the Alternative Design Build Process for Educator/Workforce Housing Delivery. The district has been in discussion with legal counsel about possible delivery methods for the design and construction of the Educator/Workforce Housing project. After reviewing these processes with the Board Educator/Workforce Housing Ad Hoc Committee, staff recommends the District

pursue the Alternative Design Build Delivery Method. District counsel was available to answer questions. Trustees asked questions and had discussion.

MSP (Threet/Kelley) 7-0, the Board of Education approved the Alternative Design Process for Educator/Workforce Housing Delivery.

Student Trustee Diop recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

Student Trustee Otero recommended a yes vote on this matter.

8.2.3.1 Staff Report: Working Conditions Survey

Assistant Superintendent Parks presented on the Working Conditions Survey. Santa Cruz City Schools utilizes the New Teacher Center (NTC) Certificated Employees Working Conditions Survey to seek staff feedback. The NTC researched based tool has informed SCCS' efforts to continually improve working conditions for all certificated staff. Seven years ago, a committee composed of representatives from SCCCE Leadership, Cabinet and the Classified Personnel Director drafted the District's Classified Working Conditions Survey using the NTC survey as a model. The data from these surveys support the District to work to continually improve working conditions for staff. Strong working conditions support the District's efforts to recruit and retain excellent staff to serve students. Staff presented longitudinal survey results and next steps. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

Incoming Co-President for GSCFT Matt Bruner made public comment stating that our teachers working conditions are our students working conditions and wanted to highlight points from the survey including that student behavior that continues to be a challenge. He also noted that teachers want to learn and were hopeful for meaningful Professional Development. He concluded by stating that staff and District leadership have established a good feedback loop where folks are seeing that their voices are being heard and being taken seriously.

8.2.3.1 Staff Report: Partners of Administration and Labor Update

Assistant Superintendent Parks presented the Partners of Administration and Labor Update. Santa Cruz City Schools is committed to ensuring the District is a great place to work and learn. To that end, SCCS works in partnership with the Greater Santa Cruz Federation of Teachers (GSCFT) and Santa Cruz Council of Classified Employees (SCCCE). Several years ago, district staff and union leadership began attending the California Labor Management Initiative Trainings (CLMI) and trainings in the ABC School District. Since then, SCCS has implemented a structure called the Partnership between Administration and Labor (PAL) to improve collaboration. This structure allows for problem solving, sharing ideas, and seeking input from everyone. Certificated staff have been using this model at both the district and site levels for several years and the Classified site PAL process began this school year. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.2.3.3 New Business: Annual Declaration of Need

Assistant Superintendent Parks brought forward the Annual Declaration of Need. Beginning July 1, 1994, any public school district wishing to employ individuals on emergency permits or limited assignment permits must file a Declaration of Need with the CCTC on an annual basis. Under the guidelines established, this Declaration of Need must be presented to the Governing

Board at a regularly scheduled public meeting of that Board and it may not be presented as part of a consent calendar. A properly credentialed teacher may agree to an assignment which requires a limited assignment permit as part of their full-time position (e.g.: 60% taught in a credentialed area and a 40% taught in an area requiring an emergency permit). This is not the District's preferred practice. SCCS will adhere to ESSA requirements as well as Williams' compliance, but in the rare circumstance that the above situation occurs, the District needs this flexibility as an option for compliance. Adoption of the attached Declaration of Need will allow us to continue to offer employment to those candidates we feel are the most qualified for the position. Trustees asked questions and had discussion.

MSP (Coonerty/Vestal) 7-0, the Board of Education approved the Annual Declaration of Need.

Student Trustee Diop recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

Student Trustee Otero recommended a yes vote on this matter.

8.2.3.4 Staff Report: SCCCE 2023-24 Sunshine Articles to SCCS

Assistant Superintendent Parks introduced SCCCE 2023-24 Sunshine Articles to SCCS. The Santa Cruz Council of Classified Employees contract proposals are being submitted for sunshining. This in accordance with the Employees Relations Act for public notice of contract proposals before official negotiations may begin. SCCCE proposed to open the following articles for negotiations with Santa Cruz City Schools: Article VII Vacations, Article VIII Holidays. Mutual articles proposed are Article XV Leaves, Article VI Hours and Overtime, Article IX Wages, Article XVII Professional Growth. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

Consent Agenda

8.3.1.1 Physical Education Waiver: Santa Cruz High School, 8.3.1.2 Out of State Travel: Special Education, 8.3.1.3 Out of State Conference Request: Student Services, 8.3.2.1 Purchase Orders, Bids & Quotes, 8.3.2.2 Warrant Register, 8.3.2.3 Budget Transfers, 8.3.2.4 Parcel Tax Oversight Committee Application, 8.3.2.5 Third Quarter Investment Report, 8.3.2.6 Resolution 41-22-23: A-Z Bus Set Aside for Special Education Buses, 8.3.2.7 J13A Waiver: Soquel High School Storm Closure, 8.3.2.8 Bond Project Notice of Completion, 8.3.3.1 Certificated Personnel Actions, 8.3.3.2 Classified Personnel Actions, 8.3.3.3 Designation of California Interscholastic Federation League Representatives for 2023-24, 8.3.3.4 Overnight Field Trip: Soquel High Basketball, 8.3.4.1 Gifts, 8.4.1.1 Memorandum of Understanding: Santa Cruz County Office of Education Career Technical Education: IT Essentials, 8.4.1.2 Memorandum of Understanding: Santa Cruz County Office of Education Career Technical Education: Fire Science, 8.4.1.3 Typing Agent Annual Contract Renewal, 8.4.1.4 Learning Ally Annual Contract Renewal, 8.4.1.5 AVID Contract Renewal, 8.4.1.6 Agreement for Professional Services: Speech Therapy Santa Cruz, 8.4.1.7 iReady Contract Renewal, 8.4.1.8 Memorandum of Understanding: Housing Matter: Rebele Family Shelter, 8.4.1.9 Memorandum of Understanding: Santa Cruz Free Guide, 8.4.1.10 Memorandum of Understanding: Association of Faith Communities, 8.4.1.11 Nonpublic School: North Valley School, Santa Rosa, 8.4.2.1 SCI Consulting Group Levy Administration Services Agreement, 8.4.2.2 Crowe LLP Agreement: 22-23 District Financial Audit Fee Increase, 8.4.2.3 GASB 75: Fee to Update Reporting Services, 8.4.2.4 Memorandum of Understanding: Indian Canyon Nation: Rematriation Ancestor Reburial at Santa Cruz High School, 8.4.2.5 Designation of District Representatives for Federal Emergency Management Agency Relief Application, 8.4.2.6 Memorandum of Understanding Amendment: Pacific Collegiate School: Pixellot Connection in the Natural Bridges Gym, 8.4.2.7 19six Architects and Interiors: Amendment Agreement 2: Educator Housing, 8.4.2.8 19six Architects and Interiors: Proposal: DeLaveaga Elementary School Relocatable Classroom Building, 8.4.2.9 American Modular Systems Inc.: Piggyback Bid

Renewal: Facility Supply Services Contract, 8.4.2.10 GV Land Surveying: Proposal: Educator Housing Surveying and Mapping Services for Easement, 8.4.2.11 North American Technical Services: Proposal: DeLaveaga Elementary School Relocatable Classroom Building In-Plant Inspection Services, 8.4.2.12 Premier Inspections Services: Proposal: Sustainability HVAC Inspections, 8.5.1 American Modular Systems: Change Order 6: Gault Elementary School Modular Classroom Building, 8.5.2 Art Grams: Proposal: Soquel High School Fitness Phase 2 Inspection Services, 8.5.3 Bosco Construction Services, Inc.: Contract: Touch Panel Installation, 8.5.4 Bosco Construction Services, Inc.: Proposal: Bay View Elementary School Fencing Realignment, 8.5.5 Development Group Inc.: Proposal: Harbor High School Vape Detectors and Camera, 8.5.6 Dilbeck & Sons Inc.: Proposal: Westlake Elementary School Door Replacement, 8.5.7 Dilbeck & Sons Inc.: Proposal: Gault, Westlake, DeLaveaga & Branciforte Small Schools Door Hardware Replacement, 8.5.8 Hart Floor Company: Proposal: Harbor High School Gym Floor Refinishing, 8.5.9 KeyAnalytics Proposal Bond Accounting Software, 8.5.10 Peartree + Belli Architects Inc.: Amendment Agreement: Branciforte Middle School Campus Modernization, 8.5.11 PSR Electric: Proposal: Branciforte Middle School MPR Stage Electrical, 8.5.12 Sierra School Equipment Co.: Proposal: Mission Hill Middle School Furniture

Trustee Grossman motioned to approve the consent agenda. Trustee Kelley seconded the motion.

The motion was passed by the following roll call vote:

Roll Call Vote: Threet – Yes	Grossman – Yes	Meeker – Yes	Vestal – Yes
Kelley – Yes	Coonerty – Yes	Owen – Yes	

Student Trustee Diop recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

Student Trustee Otero recommended a yes vote on this matter.

8.6 Discussion: Possible Items for Future Meeting Agendas

Student Trustee Lynda Otero requested that the Board further discuss the public comments regarding the removal of WPENS from the Bay View campus.

Superintendent Munro and Trustee Threet suggested that as the matter is timely they set aside time in their Trustee and Student Trustee meetings to discuss WPENS and suggested to not add it as an agenda item. The Student Trustees agreed this was a good method to learn more about the context of the school.

9. Adjournment of Meeting

As there was no further business to come before the Board of Education, Board President Owen adjourned this Regular Meeting at 9:02 p.m.

Board Meeting Schedule Information

1. The Study Session on May 24, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on May 31, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Regular Board Meeting on June 14, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

*For more details about this meeting, please visit our district website and listen to the meeting recording:

http://sccs.net/board_of_education

Respectfully submitted,

Kris Munro, Superintendent
Santa Cruz City Schools

John Owen, President
Board of Education

Santa Cruz Sentinel

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2041978

SANTA CRUZ CITY SCHOOLS
ATTN: ACCOUNTS PAYABLE
133 MISSION ST # 100
SANTA CRUZ, CA 95060

Proof of Publication (2015.5 C.C.P.)

STATE OF CALIFORNIA

SS.

COUNTY OF SANTA CRUZ

Public Notice

I, the undersigned, declare:

That I am over the age of eighteen and not interested in the herein-referenced matter; that I am now, and at all times embraced in the publication herein mentioned was, a principal employee of the printer of the Santa Cruz Sentinel, a daily newspaper printed, published and circulated in the said county and adjudged a newspaper of general circulation by the Superior Court of California in and for the County of Santa Cruz, under Proceeding No. 25794; that the advertisement (of which the annexed is a true printed copy) was published in the above-named newspaper on the following dates, to wit:

04/08/2020, 04/15/2020

I declare under penalty of perjury that, the foregoing is true and correct to the best of my knowledge.

This 15th day of April, 2020 at Santa Cruz, California.



Signature

Legal No. 0006475775

INVITATION TO BID- R1

1. Notice is hereby given that the governing board ("Board") of the Santa Cruz City Schools ("District" or "Owner") will receive sealed bids for the following project, Bid Package Contract ("Project" or "Contract"):

Facility Supply Services Contract at Various Sites

2. Sealed Bids will be received until 10 a.m., April 30, 2020, at the District Facility Office, located at 536 Palm Street, Santa Cruz, CA 95060, at or after which time the bids will be opened and publicly read aloud. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code. Any bid that is submitted after this time will not be opened and shall be returned to the bidder.

3. The Project consists of:

Manufacture, installation, and construction of prefabricated, modular, clear span buildings described in Education Code Section 170170.15, for purchase thereof including certain furnishings and equipment.

4. All bids shall be on the form provided by the District. Each bid must conform and be responsive to all pertinent Contract Documents, including, but not limited to, the Instructions to Bidders.

5. To bid on this Project, the Bidder is required to possess one or more of the following State of California Contractor Licenses: B

The Bidder's license(s) must be active and in good standing at the time of the bid opening and must remain so throughout the term of the Contract.

6. As security for its Bid, each bidder shall provide with its Bid form:

- * a bid bond issued by an admitted surety insurer on the form provided by the District,
- * cash, or
- * a cashier's check or a certified check, drawn to the order of the Santa Cruz City Schools, in the amount of ten percent (10%) of the total bid price. This bid security shall be a guarantee that the bidder shall, within seven (7) calendar days after the date of the Notice of Award, enter into a contract with the District for the performance of the services as stipulated in the bid.

7. The successful Bidder shall be required to furnish 100% Performance and Payment Bond and a 100% Payment Bond if it is awarded the contract for the Project.

8. The successful Bidder may substitute securities for any monies withheld by the District to ensure performance under the Contract, in accordance with the provisions of section 22300 of the Public Contract Code.

9. The successful Bidder and its subcontractors shall pay all workers on the Project not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code. Prevailing wage rates are available from the DIRistrict or on the Internet at: <<http://www.dir.ca.gov>>.

10. The California Department of Industrial Relations will be operating a labor compliance program on this Project pursuant to Labor Code section 1771, et seq.

Contract Documents are available on April 8, 2020, from Bartos Architecture. Contract Documents available by emailing request to Neal Sellers at Bartos Architecture, ns@bartosarchitecture.com

11. The District's Board reserves the right to reject any and all bids and/or waive any irregularity in any bid received. If the District awards the Contract, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after

the date of the bid opening.

12. The District shall award the Contract, if it awards it at all, to the lowest responsive responsible bidder based on:
The sum of the base bid amounts for Santa Cruz High School Pool House and Building A-HP only.
4/08, 4/15/2020

DOCUMENT 00 01 10

TABLE OF CONTENTS - CONTRACT DOCUMENTS

PROCUREMENT AND CONTRACTING REQUIREMENTS

<u>Division 0</u>	<u>Section</u>	<u>Title</u>
	00 01 01	Title Page
	00 01 10	Table of Contents (This Document)
	00 01 15	List of Drawings, Tables and Schedules
	00 11 16	Invitation to Bid
	00 21 13	Instructions to Bidders
	00 41 13	Bid Form
	00 43 13	Bid Bond (Security)
	00 43 36	Designated Subcontractors List
	00 45 19	Noncollusion Affidavit
	00 45 22	Iran Contracting Act Certification
	00 45 26	Worker's Compensation Certification
	00 45 50	Prevailing Wage and Related Labor Requirements Certification
	00 45 55	Disabled Veteran's Business Enterprise Participation Certification
	00 45 60	Drug-Free Workplace Certification
	00 45 65	Tobacco-Free Environment Certification
	00 45 85	Criminal Background Investigation/Fingerprinting Certification
	00 52 13	Agreement
	00 54 50	Escrow of Bid Documentation
	00 54 55	Escrow Agreement for Security Deposits in Lieu of Retention
	00 61 14	Performance Bond
	00 61 15	Payment Bond (Contractor's Labor and Material Bond)
	00 65 36	Warranty and Guarantee Form
	00 70 00	General Conditions
	00 71 00	Special Conditions

SPECIFICATIONS – GENERAL REQUIREMENTS

<u>Division 1</u>	<u>Section</u>	<u>Title</u>
	01 23 00	Alternates and Unit Pricing
	01 52 10	Site Standards

TECHNICAL SPECIFICATIONS

01 35 44	Modular Buildings Specification
01 35 45	High Performance Design Specification
01 35 46	Modular Elevator Specification

DRAWINGS/DIAGRAMS FOR BID FORM

SEE SECTION 00 01 15

END OF DOCUMENT

DOCUMENT 00 01 15

LIST OF DRAWINGS, TABLES AND SCHEDULES

DRAWINGS /DIAGRAMS FOR BID FORM

<u>Bid Item Number</u>	<u>Description</u>
	Sheet A2.0 – Pool House at Sports Field, Santa Cruz High School
	Sheet A2.1 – Pool House at Sports Field, Santa Cruz High School
Item A	24 x 40 Classroom
Item B	36 x 40 Classroom
Item C	48 x 40 Classroom
Item D	12 x 40 Module
Item E	30 x 32 Classroom
Item F	10 x 32 Module
Item G	Steep Pitch 24 x 40 Classroom
Item H	Steep Pitch 36 x 40 Classroom
Item I	Steep Pitch 48 x 40 Classroom
Item J	Steep Pitch 12 x 40 Module
Item K	Steep Pitch 30 x 32 Classroom
Item L	Steep Pitch 10 x 32 Module
Item M & Q	Two-Story 48 x 40 Classroom
Item N	Two-Story 12 x 40 Module
Item O & Q	Two-Story 56 x 36 Classroom
Item P	Two-Story 14 x 36 Module
Item R	12 x 40 Restroom A
Item S	12 x 40 Restroom B
Item T	12 x 40 Restroom C
Item A-HP	High Performance 24 x 40 Classroom
Item B-HP	High Performance 12 x 40 Module
Item C-HP	High Performance 30 x 32 Classroom
Item D-HP	High Performance 10 x 32 Module
Item E-HP	High Performance 28 x 36 Classroom
Item F-HP	High Performance 14 x 36 Module
Item G-HP	High Performance Two-Story 56 x 36 Classroom
Item H-HP	High Performance Two-Story 14 x 36 Module
Item I-HP	High Performance 12 x 40 Restroom A
Item J-HP	High Performance 12 x 40 Restroom B
Item K-HP	High Performance 14 x 36 Restroom A
Item L-HP	High Performance 14 x 36 Restroom B
Item 96	Vertical Shade Structure
Item 108	Two-Column Two-Story Stair Canopy
Item 109	Three-Column Two-Story Stair Canopy
Item 110	Four-Column Two-Story Stair Canopy
Item 166-177 & 342-353	Casework
Item 178-180 & 354-356	Casework
Item 186 & 359	Teaching Wall
Item 188 & 361	Science Work Station
Item 192	Interior Unisex Toilet Room
Item 298	Galvanized Sunshade

END OF DOCUMENT

INVITATION TO BID

1. Notice is hereby given that the governing board ("Board") of the Santa Cruz City Schools ("District" or "Owner") will receive sealed bids for the following project, Bid Package Contract ("Project" or "Contract"):

Facility Supply Services Contract at Various Sites

2. Sealed Bids will be received until 2 p.m., April 16, 2020, at the District Facility Office, located at 536 Palm Street, Santa Cruz, CA 95060, at or after which time the bids will be opened and publicly read aloud. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code. Any bid that is submitted after this time will not be opened and shall be returned to the bidder.

3. The Project consists of:

Manufacture, Installation, and construction of prefabricated, modular, clear span buildings described in Education Code Section 170170.15, for purchase thereof including certain furnishings and equipment.

4. All bids shall be on the form provided by the District. Each bid must conform and be responsive to all pertinent Contract Documents, including, but not limited to, the Instructions to Bidders.
5. To bid on this Project, the Bidder is required to possess one or more of the following State of California Contractor Licenses: B

The Bidder's license(s) must be active and in good standing at the time of the bid opening and must remain so throughout the term of the Contract.

6. As security for its Bid, each bidder shall provide with its Bid form
 - a bid bond issued by an admitted surety insurer on the form provided by the District,
 - cash, or
 - a cashier's check or a certified check, drawn to the order of the Santa Rita School District, in the amount of ten percent (10%) of the total bid price. This bid security shall be a guarantee that the Bidder shall, within seven (7) calendar days after the date of the Notice of Award, enter into a contract with the District for the performance of the services as stipulated in the bid.
7. The successful Bidder shall be required to furnish a 100 % Performance Bond and a 100% Payment Bond if it is awarded the contract for the Project.
8. The successful Bidder may substitute securities for any monies withheld by the District to ensure performance under the Contract, in accordance with the provisions of section 22300 of the Public Contract Code.
9. The successful Bidder and its subcontractors shall pay all workers on the Project not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the DIR, pursuant to sections 1770 et seq. of the California Labor Code. Prevailing wage rates are available from the District or on the Internet at: <<http://www.dir.ca.gov>>.
10. The District and/or the California Department of Industrial Relations will be operating a labor compliance program on this Project pursuant to Labor Code section 1771, et seq.

11. Contract Documents are available on March 20, 2020, from Bartos Architecture. Contract Documents available by emailing request to Neal Sellers at Bartos Architecture. ns@bartosarchitecture.com.
12. The District's Board reserves the right to reject any and all bids and/or waive any irregularity in any bid received. If the District awards the Contract, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.
13. The District shall award the Contract, if it awards it at all, to the lowest responsive responsible bidder based on:

The sum of the base bid amounts for Santa Cruz High School Pool House and Building A-HP only.

END OF DOCUMENT

DOCUMENT 00 21 13

INSTRUCTIONS TO BIDDERS

Bidders shall follow the instructions in this document, and shall submit all documents, forms, and information required for consideration of a Bid.

Santa Cruz City Schools ("District" or "Owner") will evaluate information submitted by the apparent low Bidder and, if incomplete or unsatisfactory to District, Bidder's bid may be rejected at the sole discretion of District.

1. **Project** Bids are requested for a general construction contract, or work described in general, for the following project ("Project" or "Contract"):

Facility Supply Services Contract at Various Sites

2. **Bid Documents** The Contract Documents, including the Drawings and Specifications are available from Bartos Architecture. Contract Documents available by emailing request to Neal Sellers at Bartos Architecture. ns@bartosarchitecture.com.

3. **Sealed Bids** District will receive sealed Bids from Bidders as indicated in the Notice to Bidders and each Bidder shall ensure that its Bid:

- 3.1. Is sealed and marked with name and address of the Bidder, the Project name and number, the bid number and bid package (if applicable), and the date for opening bids;

- 3.2. Contains all documents as required herein; and

- 3.3. Is submitted by date and time shown in the Notice to Bidders.

4. **Bid Opening** Bids will be opened at or after the time indicated for receipt of bids.

5. **Bid Form** Bidders must submit Bids on the Bid Form and all other required District forms. Bids not submitted on the District's required forms shall be deemed non-responsive and shall not be considered. Additional sheets required to fully respond to requested information are permissible. Bidders shall not modify the Bid Form or qualify their Bids. Bidders shall not submit scanned, re-typed, word-processed, or otherwise recreated versions of the Bid Form or other District-provided documents. Numbers must be stated in figures and the signatures of all individuals must be in longhand.

6. **Complete Bids** Bidders must supply all information required by each Bid Document. Bids must be full and complete. District reserves the right in its sole discretion to reject any Bid as non-responsive as a result of any error or omission in the Bid. Bidders must complete and submit all of the following documents with the Bid Form:

- Bid Bond or other security
- Designated Subcontractors List
- Noncollusion Affidavit
- DSA Approved PC Design Drawings for Building A-HP

- 6.1. **Bid Bond or Other Security** Bidders must submit their Bid Form with cash, a cashier's check or a certified check payable to District, or a bid bond by an admitted surety insurer of not less than ten percent (10%) of their base Bid amount, including all additive alternates. Required form of corporate surety, Bid Bond, is provided by District and must be used and fully completed by Bidders choosing to provide a Bid Bond as security. The Surety on Bidders' Bid Bond must be an insurer admitted in the State of California and authorized to issue surety bonds in the State of California. Bids submitted without necessary bid security will be deemed non-responsive and will not be considered.

- 6.2. Designated Subcontractors List** Bidders must submit with the Bid the Designated Subcontractors List for those subcontractors who will perform any portion of Work, including labor, rendering of service, or specially fabricating and installing a portion of the Work or improvement according to detailed drawings contained in the plans and specifications, in excess of one half of one percent (0.5%) of total Bid. Failure to submit this list when required by law shall result in Bid being deemed non-responsive and the Bid will not be considered.
- 6.3. Noncollusion Affidavit** Bidders shall submit the Non-collusion Affidavit with their Bids. Bids submitted without the Noncollusion Affidavit shall be deemed non-responsive and will not be considered.
- 6.4. DSA Approved PC Design Drawings** Bidders shall submit a copy of their DSA Approved PC Design Drawing for the base bid building A-HP design with their Bids. Bids submitted without the DSA Approved PC Design Drawings shall be deemed non-responsive and will not be considered.
- 7. Erasures** Bids shall be clearly written without erasure or deletions. District reserves the right to reject any Bid containing erasures or deletions.
- 8. Modifications** Changes in or additions to the bid form, recapitulation of the work bid upon alternative proposals, or any other modifications of the bid form which is not specifically called for in the Contract documents, may result in the District's rejection of the bid as not being responsive to the invitation to bid. No oral or telephonic modification of any bid submitted will be considered. No bid will be considered which makes exceptions, changes, or in any manner makes reservation to the terms of the drawings or specifications.
- 9. Words / Numerals** Discrepancies between written words and figures, or words and numerals, will be resolved in favor of written words.
- 10. Prevailing Wages** Pursuant to sections 1770 et seq. of the California Labor Code, Bidder and all Subcontractors under the Bidder shall pay all workers on all work performed pursuant to the Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the State of California Department of Industrial Relations (DIR) for the type of work performed and the locality in which the work is to be performed within the boundaries of the District. Copies of the general prevailing rates of per diem wages for each craft, classification, or type of worker needed to execute the Contract, as determined by the DIR are available from the District or on the internet (<http://www.dir.ca.gov>).
- 11. DVBE** Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction and/or modernization of school building(s) to have a participation goal for disabled veteran business enterprises ("DVBE") of at least three percent (3%) per year of the overall dollar amount expended on projects that receive state funding. For any project that is at least partially state-funded, the low Bidder must submit certification of compliance with the procedures for implementation of DVBE contracting goals with its signed Agreement. DVBE Certification Participation Forms are attached. Bidders should not submit these forms with their Bids.
- 12. Bidder Diligence** Submission of Bid signifies careful examination of the Contract Documents and a complete understanding of the nature, extent, and location of Work to be performed. Bidders must complete the tasks listed below as a condition to bidding, and submission of Bid shall constitute the Bidder's express representation to District that Bidder has fully completed the following:
- 12.1.** Bidder has given the District prompt written notice of all conflicts, errors, ambiguities, or discrepancies that it has discovered in or among the Contract Documents, and the written resolution thereof by the District is acceptable to Bidder;

- 12.2.** Bidder has made a complete disclosure in writing to the District of all facts bearing upon any possible interest, direct or indirect, that Bidder believes any representative of the District or other officer or employee of the District presently has or will have in this Contract or in the performance thereof or in any portion of the profits thereof;
- 12.3.** Bidder must, prior to bidding, perform the work, investigations, research, and analysis required by the Instructions to Bidders and that Bidder represented in its Bid Form and the Agreement that it performed prior to bidding. Bidder is charged with all information and knowledge that a reasonable bidder would ascertain from having performed this required work, investigation, research, and analysis. Bid prices must include entire cost of all work “incidental” to completion of the Work.
- 13. Questions** All questions about the meaning or intent of the Contract Documents are to be directed in writing to the Bartos Architecture. Interpretations or clarifications considered necessary by Bartos Architecture in response to such questions will be issued in writing by Addenda emailed to all parties recorded by Bartos Architecture as having received the Contract Documents. Questions received less than **SEVEN (7)** calendar days prior to the date for opening Bids may not be answered. Only questions answered by formal written Addenda will be binding. Oral and other interpretations or clarifications will be without legal effect.
- 14. Addenda** Addenda may also be issued to modify parts of the Contract Documents as deemed advisable by Bartos Architecture. Bidder must acknowledge each Addendum in its Bid Form by number or its Bid may be considered non-responsive. Each Addenda shall be part of the Contract Documents. A complete listing of Addenda may be obtained from Bartos Architecture.
- 15. Prequalification** This Contract is not subject to prequalification.
- 16. Substitution for Specified Items** Bids shall be based on products and systems specified in Contract Documents or listed by name in Addenda. All requests must comply with the requirements specified in the Special Conditions, the Specifications and the following:
- 16.1. Request for Substitution Prior to Bid**
- 16.1.1. District must receive any request for substitution a minimum of **SEVEN (7)** calendar days prior to the date of bid opening.
- 16.1.2. The District’s denial of a substitution request prior to the date of bid opening shall be conclusive, requiring Bidders to list only approved items. The District is not responsible and/or liable in any way for a Bidder’s damages and/or claims related, in any way, to that Bidder’s basing its bid on any requested substitution that the District has not approved. Bidder’s Bid shall be deemed non-responsive if it identifies a product or manufacturer of a non-approved substitution.
- 16.1.3. Approved substitutions shall be listed in Addenda.
- 16.1.4. District reserves the right not to act upon submittals of substitutions until after the date of bid opening.
- 16.2. Request for Substitution after Bid Award** Substitutions may be requested after Contract has been awarded only if indicated in and in accordance with requirements specified in the Special Conditions.
- 16.3. Information with Request** Requests for substitutions shall contain sufficient information to assess acceptability of the product or system and impact to Project, including, without limitation, the requirements specified in the Special Conditions and the Specifications. Insufficient information shall be grounds for rejection of substitution.

17. **Alternates** The Contract may include alternates. Alternates are defined as alternate products, materials, equipment, systems, methods, or major elements of the construction, that may, at the District's option and under terms established in the Contract and pursuant to section 20103.8 of the Public Contract Code, be selected for the Work. The District shall award the Contract, if it awards it at all, to the lowest responsive responsible bidder based on the criteria as indicated in the Notice to Bidders.

18. **Withdrawal of Bids** Any bidder may withdraw his bid either personally or by written request, at any time prior to the scheduled closing time for receipt of bids. All requests for bid withdrawal must be accompanied with a power-of-attorney or other proof acceptable to the District, which authorizes the individual requesting the bid withdrawal to so act on behalf of the bidder. The bid security for bids withdrawn prior to the scheduled closing time for receipt of bids, in accordance with this paragraph shall be returned on demand thereof.

19. **Notice of Award** The Bidder awarded the Contract shall execute and submit the following documents by 5:00 p.m. of the **SEVENTH (7TH)** calendar day following the date of the Notice of Award. Failure to properly and timely submit these documents entitles District to, among other remedies, make a claim against Bidder's Bid Bond or deposit Bidder's cash, cashier's check, or certified check. The proceeds thereof may be retained by District as liquidated damages, in District's sole discretion.

19.1. Agreement: To be executed by successful Bidder. Submit ONE (1) copies, each bearing an original signature.

20. **Bid Deposit Return** Deposits of three or more low bidders, the number being at the discretion of the District will be held for sixty (60) days or until posting by the successful bidder(s) of the bonds and certificates of insurance required and return of executed copies of the appropriate agreement form, whichever first occurs, at which time the deposits will be returned.

21. **Forfeiture for Failure to Post Security and Executive Agreement** In the event that the bidder to whom Notice of Intent to Award contract is given fails or refuses to post the required bonds and certificates of insurance and return executed copies of the appropriate agreement form within (5) calendar days from the date of receiving said Notice of Intent to Award, the District may declare the bidder's bid deposit or bond forfeited as damages caused by the failure of the bidder to post such security and execute such copies of the appropriate agreement for Facility Supply Services Contract and may give Notice of Intent to Award Contract to the next lowest responsible bidder, or may call for new bids.

22. **Notice to Proceed** District may issue a Notice to Proceed within **THREE (3)** months from the date of the Notice of Award. Upon receipt of the Notice to Proceed, Contractor shall complete the Work within the period of time indicated in the Contract Documents. It is further expressly understood by Contractor that Contractor shall not be entitled to any claim of additional compensation or additional time when the Notice to Proceed is issued within the 3-month period.

22.1. The District may postpone issuing the Notice to Proceed beyond the 3-month period, upon reasonable notice to Contractor.

23. **Work Phases** The work will consist of two Phases.

The Phase I work shall be commenced on or before the date stated in the District's Notice to Proceed with Phase I work (Phase II work is contingent upon DSA approval), and shall be completed within the time frame as agreed upon between the District and Contractor, dependent on the complexity of the project

The Phase II work shall be commenced on the date stated in the District's Notice to Proceed with Phase II given there are stamped approved plans and specifications by the Division of the State Architect and a job inspection card has been issued.

Work shall be as delineated in the Special Conditions and the Information to Bidders.

- 23.1.** Modular Building(s) placed on a wooden foundation(s) shall be completed within ninety (90) calendar days from the approval date of the Division of the State Architect and a job inspection card is issued, and subject to that the site has been properly prepared by the District. Unless otherwise agreed upon with Contractor.
- 23.2.** Modular Building(s) with concrete foundations shall be completed one hundred eighty (180) calendar days of the approval date of the Division of the State Architect and a job inspection card is issued. Two-story projects shall be completed within 180 days unless otherwise agreed with the District. Unless otherwise agreed upon with Contractor.
- 23.3.** Phase II completion for multiple installations shall be negotiated and so identified in the Purchase Order or Notice to Proceed.
- 24. Bid Protests.** Any bid protest by any Bidder regarding any other bid on this Project must be submitted in writing to the District, before 4:00 p.m. of the **THIRD (3rd)** business day following the date of bid opening.
- 24.1.** The protest must contain a complete statement of any and all bases for the protest.
- 24.2.** The protest must refer to the specific portions of all documents that form the bases for the protest.
- 24.3.** The protest must include the name, address and telephone number of the person representing the protesting party.
- 24.4.** The party filing the protest must concurrently transmit a copy of the protest and any attached documentation to all other parties with a direct financial interest that may be adversely affected by the outcome of the protest. Such parties shall include all other bidders or proposers who appear to have a reasonable prospect of receiving an award depending upon the outcome of the protest.
- 24.5.** The procedure and time limits set forth in this paragraph are mandatory and are each bidder's sole and exclusive remedy in the event of bid protest. Failure to comply with these procedures shall constitute a waiver of any right to further pursue the bid protest, including filing a Government Code Claim or legal proceedings.
- 25. Rejection of Bids.** District reserves the right to reject any or all bids, including without limitation the right to reject any or all nonconforming, non-responsive, unbalanced, or conditional bids, to re-bid, and to reject the bid of any bidder if District believes that it would not be in the best interest of the District to make an award to that bidder, whether because the bid is not responsive or the bidder is unqualified or of doubtful financial ability or fails to meet any other pertinent standard or criteria established by District. District also reserves the right to waive inconsequential deviations not involving price, time, or changes in the Work. For purposes of this paragraph, an "unbalanced bid" is one having nominal prices for work item(s) that represent substantive work and/or overly-enhanced prices for nominal work item(s).
- 26. Bidder Responsibility.** Prior to the award of Contract, District reserves the right to consider the responsibility of the Bidder. District may conduct investigations as District deems necessary to assist in the evaluation of any bid and to establish the responsibility, including, without limitation, qualifications and financial ability of Bidders, proposed subcontractors, suppliers, and other persons and organizations to perform and furnish the Work in accordance with the Contract Documents to District's satisfaction within the prescribed time.
- 27. Contractor's Experience and Employee Criteria.** The Contractor is to have at least ten (10) years of continuous, successful experience in the design, fabrication, and construction of modular school buildings completed under the approval process of the Division of the State Architect (DSA), and on projects similar in size and scope to the requirements of this bid. All work is to be performed by trained personnel directly employed by the successful Contractor, and fully experienced in performing the work required by these specifications. The Contractor shall comply with the Qualifications as outlined in the Special Conditions.

28. Contract Period. The Contract Term is three (3) years after award of Bid, and may be extended for additional one (1) year periods in accordance with provisions contained in the Education Code for a total of five (5) years. The prices set forth in this Bid Form, which the District shall pay the Contactor, are to remain firm until December 31, 2023. Adjustments, as approved by the District, for subsequent years may be adjusted quarterly beginning in January 2024, pursuant to the following cost index provided the contractor submits a request to the District, for a price adjustment in writing no later than March 31, June 30, September 30 and December 31 of the contract year beginning in the year 2024. The price adjustment shall be calculated as follows: The original contract price multiplied by the Office of Public School Construction cost index as adopted by the Board at the January 2016 meeting, using the RS Means Construction Cost Index (CCI) as the statewide cost index for Class B Construction. The Contractor is responsible for requesting all price increases.

29. Retention The Owner will withhold retention of 5% from all progress payments.

30. Other School District, Community Colleges, California State Universities, and other Public Agencies.

Pursuant to Public Contract Code Sections 20652 and 20118, other School Districts, public agencies, political subdivisions, municipalities and tax supported agencies in the State of California, including, but not limited to Cities, Counties, County Office Educations, State Agencies, and Public School Districts may purchase portable buildings and associated alternates under the same terms and conditions of this bid. Additional freight/shipping charges that may be required by other Agencies are outside the scope of the base bid. The District waives its rights to require other Districts to draw their warrants in favor of the District and authorizes each District/Agency to make payments directly to the successful bidder.

30.1. Pursuant to Public Contract Code Sections 20652 and 20118, personal property may be purchased under the same terms and conditions of this bid. Education Code Section 17070.15 defines “portable classrooms” to mean “a classroom building of one or more stories that is designed and constructed to be relocatable and transportable over public streets, and with respect to a single-story relocatable classroom, is designed and constructed for relocation without the separation of the roof or floor from the building”. As such, slab on grade and/or panelized components with “modular components” are not allowed to be procured under this agreement.

The District will retain the ability to remove and relocate buildings acquired in this contract, without significant damage to the buildings. Buildings defined in this bid shall utilize factory-built relocatable module sections whereby the floors, walls, and roof are integrally attached and are transportable over public streets; therefore, considered personal property.

30.2. Furthermore, it is the intent of this cooperative agreement to meet the definition of Factory-built School Buildings pursuant to California Revenue and Taxation Code Regulation 1521, Article 2, Subsection 4 Factory-built School Buildings.

30.3. Modifications may be required for specific regional locations and/or public agencies. These items may include but not be limited to Wind Loading, Heating, Ventilation, Cooling, Roof Loading, and applicable code requirements regarding public agencies. Additional cost will be required for modifications under this item.

Option Granted _____ **XXXX** _____

Option Not Granted _____

The following entities are eligible to purchase from this Contract:

ADDITIONAL PUBLIC AGENCY LIST

Those entities able to participate in this contract are not limited to those listed below as per the conditions set forth in the State of California Public Contract Code.



Board Meeting Agenda Item Information

<p>Meeting Date: February 21, 2024</p>	<p>Agenda Item: 232.476 Board Consideration of Approval to Change the June 2024 Regular Board Meeting from June 19, 2024 at the Galt City Hall Chamber to June 18, 2024 at the Galt Joint Union Elementary School District Office</p>
<p>Presenter: Lois Yount</p>	<p>Action Item: XX Information Item:</p>

A date change for the regular June board meeting is needed due to the Juneteenth holiday on June 19, 2024.

Pending board approval, the regular board meeting will be moved from Wednesday, June 19 at the Galt City Hall Chamber, to Tuesday, June 18, 2024 at the Galt Joint Union Elementary School District office.



Board Meeting Agenda Item Information

Meeting Date: February 21, 2024	Agenda Item: 232.477 Board Consideration of Approval of the Board Policies (BP) and Administrative Regulations (AR) Listed Below
Presenter: Lois Yount Cabinet	Action Item: XX First Reading:
<ol style="list-style-type: none"> 1. BP 0460 Local Control Accountability Plan 2. AR 0460 Local Control Accountability Plan 3. BP 0500 – Accountability 4. BP 0520 – Intervention in Underperforming Schools 5. AR 1220 – Citizen Advisory Committees 6. BP 1431 - Waivers 7. BP 3400 – Management of District Assets/Accounts 8. AR 3400 – Management of District Assets/Accounts 9. BP 5116.2 Involuntary Student Transfers 10. BP 5131.2 – Bullying 11. AR 5131.2 – Bullying 12. AR 5141.21 – Administering Medication and Monitoring Health Conditions 13. BP 5148.3 – Preschool/Early Childhood Education 14. AR 5148.3 – Preschool/Early Childhood Education 15. BP 6170.1 – Transitional Kindergarten 16. BP 6142.8 Comprehensive Health Education 17. AR 6142.8 Comprehensive Health Education 18. BP 9321 Closed Session 19. E(1) 9321 Closed Session 20. E(2) 9321 Closed Session 21. BP 1325 Advertising And Promotion 	

CSBA POLICY GUIDE SHEET

December 2023

1. Board Policy 0460 - Local Control and Accountability Plan

Presenter: Lois Yount, Superintendent

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Policy also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

2. Administrative Regulation 0460 - Local Control and Accountability Plan

Presenter: Lois Yount, Superintendent

Regulation updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Regulation also updated to add "Timeline" section to provide greater specificity regarding required LCAP dates and recommended dates based on best practice, and reflect **NEW LAW (SB 609, 2023)** which requires districts to post the LCAP on the performance overview portion of the California School Dashboard.

3. Board Policy 0500 – Accountability

Presenter: Claudia Del Toro-Anguiano, Curriculum Director

Policy updated to reflect that the U.S. Department of Education declined the California Department of Education's (CDE) waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators, resulting in the California School Dashboard no longer including any modified methods applied to state indicators and all Dashboard Alternative School Status schools being treated the same as all other schools on the Dashboard. Policy also updated to reflect **NEW LAW (SB 114, 2023)** which (1) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

4. Board Policy 0520 - Intervention in Underperforming Schools

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) expands technical assistance based on a numerically significant student subgroup not making sufficient progress towards its local control and accountability plan (LCAP) to include identifying student subgroups that are low performing or experiencing significant disparities from other students or subgroups as identified on the California School Dashboard, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements which includes identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, and reviewing the district's data management policies and collection and submission processes to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

5. Administrative Regulation 1220 - Citizen Advisory Committees

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to reflect **NEW LAW (SB 1057, 2022)** which exempts special education advisory committees from Brown Act requirements pertaining to open meetings, and instead requires these committees to comply with "mini" Brown Act requirements. Regulation also updated to more closely align with law and to clarify language.

6. Board Policy 1431 – Waivers

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to reference **NEW LAW (SB 114, 2023)** which prohibits a waiver request for transitional kindergarten and kindergarten requirements provided for in specified Education Code sections. Policy also updated to provide that advertisement of the notice for the public hearing which is required prior to the Governing Board submitting a waiver request to the State Board of Education includes publishing it on the district's website.

7. Board Policy 3400 - Management of District Assets/Accounts

Presenter: Alejandra Garibay, Chief Business Official

Policy updated to reflect **NEW LAW (SB 1439, 2022)** related to conflict of interest from campaign contributions and existing conflict of interest provisions by providing that Governing Board members and district employees involved in the making of contracts on behalf of the district comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest. Policy also updated to direct the Superintendent to submit reports of the district's financial status to the Board, in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, and develop additional internal controls to strengthen fraud prevention.

8. Administrative Regulation 3400 - Management of District Assets/Accounts

Presenter: Alejandra Garibay, Chief Business Official

Regulation updated to reference Governmental Accounting Standards Board's (GASB) Statement #87 regarding lease accounting and GASB Statement #96 regarding subscription-based information technology agreements. Regulation also updated to clarify that the district should utilize the California Department of Education's standardized account code structure software to develop financial reports, and that the district's accounting system should comply with generally accepted accounting principles prescribed by GASB and meet other state and federal reporting guidelines. Additionally, regulation updated to expand the list of actions that constitute fraud, financial improprieties or irregularities; separate out district and county office of education investigations; clarify that the district cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team, law enforcement, or other governmental entities that conduct a fraud investigation; and, consult legal when discussing or disclosing the result of any fraud investigation.

9. Board Policy 5116.2 - Involuntary Student Transfers

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to clarify that the policy only addresses involuntary transfers to other schools within the district, add that the determination of where to transfer a student who is the subject of involuntary transfer include a review of the programs to which the student may be involuntarily transferred, provide that the Superintendent or designee ensure that involuntary transfers are made in a nondiscriminatory manner, and reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** regarding legal requirements and recommended best practices governing voluntary and involuntary students transfers. Policy also updated to clarify requirements for an involuntary transfer of a student who has been convicted of a violent felony or a misdemeanor associated with possession of a firearm, an involuntary transfer to a continuation education program or class within the district, or an involuntary transfer to a community day school within the district. Additionally, policy updated to include information regarding notice and disclosure requirements.

10. Board Policy 5131.2 – Bullying

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. Policy also updated to reference **NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE** addressing discrimination, and reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying," which encourages district families to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

11. Administrative Regulation 5131.2 – Bullying

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to expand the definition of "cyberbullying" to reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying." Regulation also updated to add additional measures to prevent bullying as provided in **NEW U.S. SURGEON GENERAL GUIDANCE** by developing a strategic plan for school connectedness and social skills with benchmark tracking, implementing socially based educational techniques, creating a supportive school environment that fosters belonging, and building social connection into health education courses. Additionally, regulation updated to include digital and media literacy skills in student instruction, as provided in **NEW U.S. SURGEON GENERAL GUIDANCE**, expand the responsibilities of staff as role models for students, and reflect **NEW LAW (AB 2879, 2022)** which requires a social media platform to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying. Regulation additionally updated to reflect **NEW LAW (AB 1165, 2023)** which encourages the district to have a student who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, and the victim, to engage in a restorative justice practice suitable to address the needs of both of the students, engage the perpetrator in a culturally sensitive program, and to regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

12. Administrative Regulation 5141.21 - Administering Medication and Monitoring Health Conditions

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to reference **NEW LAW (AB 1722, 2023)** which authorizes districts to hire a licensed vocational nurse following Governing Board approval that a diligent search was conducted for a suitable credentialed nurse, include definitions that pertain to new legislation, and reflect **NEW LAW (AB 1651, 2023)** which (1) includes holders of an Activity Supervisor Clearance Certificate as those for whom districts are required to provide epinephrine auto-injectors if they have volunteered to administer them in an emergency and have received training, and (2) requires schools that provide epinephrine auto-injectors to store them in an accessible location and include that location in annual notices to staff. Regulation also updated to reflect **NEW LAW (AB 1283, 2023)** which authorizes districts to provide emergency stock albuterol inhalers to school nurses or trained personnel who have volunteered, who may use the inhaler to provide emergency medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress, **NEW LAW (SB 114, 2023)** which appropriates funding to county offices of education for the purpose of purchasing and maintaining a sufficient stock of opioid antagonists for districts, **NEW LAW (AB 1166, 2023)** which provides that employees and volunteers who render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist will not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct, and **NEW LAW (AB 1810, 2022)** which authorizes a school nurse or a volunteer designated and trained to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from a health care provider and is suffering from a seizure.

13. Board Policy 5148.3 - Preschool/ Early Childhood Education

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to include that that the district may enroll children who are in a transitional kindergarten (TK) or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day in order to provide families with the option of a full-day, high-quality instructional program, and reflect **NEW LAW (SB 141, 2023)** which requires a district that offers TK to early enrollment children to concurrently offer enrollment in a CSPP, if offered by the district, and space permitting.

14. Administrative Regulation 5148.3 - Preschool/ Early Childhood Education

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to reflect **NEW LAW (SB 141, 2023)** which requires a district that offers transitional kindergarten (TK) to early enrollment children to concurrently offer enrollment in a California State Preschool Program (CSPP), and to add the definition of "early enrollment child." Regulation also updated to reflect **NEW LAW (SB 141, 2023)** which revises the enrollment priorities for part-day CSPP programs, and **NEW LAW (AB 116, 2023)** which allows family fees accrued but not collected prior to October 1, 2023, to be forgiven, and not collected. Additionally, Regulation updated to reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** which provides definitions related to suspension.

15. Board Policy 6170.1 - Transitional Kindergarten

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to clarify that a child's eligibility for transitional kindergarten (TK) enrollment may not impact family eligibility for a preschool or childcare program and that the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year provided that upon the recommendation of the Superintendent or designee, the Governing Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Policy also updated to reflect **NEW LAW (SB 141, 2023)** which (1) requires a district that offers TK to early enrollment children to concurrently offer enrollment in a California State Preschool Program, if offered by the district and space permitting, and (2) requires any classroom that includes an early enrollment child to maintain a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, policy updated to include that average TK class size enrollment does not include students who are continuously enrolled in and meet the minimum day requirements for independent study for more than 14 school days in a school year.

16. Board Policy 6142.8 - Comprehensive Health Education

Presenter: Claudia Del Toro-Anguiano, Curriculum Director

Policy updated to reflect **NEW U.S. SURGEON GENERAL GUIDANCE** related to (1) the importance of social connection in individual and societal health and well-being, and (2) the impact of social media on children and adolescents. Policy also updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction.

17. Administrative Regulation 6142.8 - Comprehensive Health Education

Presenter: Claudia Del Toro-Anguiano, Curriculum Director

Regulation updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction, and to clarify that the "opt-out" right to excuse a student only applies to comprehensive sexual health education, HIV prevention education, and related assessments, and does not apply to instruction, materials, presentations, and programming that discuss specified topics including gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.

18. Board Bylaw 9321 - Closed Session

Presenter: Lois Yount, Superintendent

Bylaw updated to reflect appellate court ruling in *Fowler v. City of Lafayette*, which clarified that when an item is agendaized in closed session based on a threat of litigation made by a person outside of an open meeting and a district official or employee receiving knowledge of the threat made a record of the statement before the meeting, that statement is required to be made available to the public. Bylaw also updated to reference accompanying Exhibit (1) for specific agenda descriptions for closed session items and accompanying Exhibit (2) for descriptions to report out of specified closed session items. Additionally, Bylaw updated for clarity, precision, and consistency.

19. Exhibit(1) 9321 - Closed Session

Presenter: Lois Yount, Superintendent

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

20. Exhibit(2) 9321 - Closed Session

Presenter: Lois Yount, Superintendent

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

21. Added: Board Policy 1325 Advertising And Promotion

Presenter: Lois Yount, Superintendent

1.

Policy 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 04/19/2023

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP) and an annual update to the LCAP, based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Advisory Committees

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English

learners, the Board shall establish an English learner parent advisory committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Board Policy 3100 - Budget. (Education Code 52062)

Adoption and Submission

The Board shall adopt the LCAP and the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that they can be approved. (Education Code 52071)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Technical Assistance

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

2. Regulation 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 04/19/2023

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
 - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
2. Any goals identified for any local priorities established by the Governing Board.
 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

Availability

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

3. **Policy 0500: Accountability**

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student groups. Numerically significant student groups include ethnic student groups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when the student group consists of at least 30 students with a valid test score or 15 foster youth, long-term English learners, or students experiencing homelessness. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student groups, implementing programmatic changes, determining the need for additional support and assistance, and establishing other performance-based priorities.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

4. Policy 0520: Intervention In Underperforming Schools

Status: DRAFT

Original Adopted Date: Pending

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard, educator qualifications data, and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Identifying student subgroups that are low performing or experiencing significant disparities from other subgroups as identified on the California School Dashboard in order to identify and implement effective programs and practices to improve the outcomes and opportunities for these students
3. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district
4. Identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals
5. Reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education (CDE)

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the district shall, for a minimum of two years, maintain regular communication with, and provide timely documentation to, the County Superintendent regarding the district's completion of the activities listed in Items #1-5 above, or substantially similar activities. (Education Code 52071)

The district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

The district shall consider any recommendations from the California Collaborative for Educational Excellence in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52072, 52074)

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072.1)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by CDE for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

5. Regulation 1220: Citizen Advisory Committees

Status: DRAFT

Original Adopted Date: 02/27/2008

Committee Charge

When committees are appointed, committee members shall receive written information which includes, but is not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Committees Subject to Brown Act Requirements

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963 shall be complied with by any committee created by formal action of the Governing Board, including, but not limited to, the following:

1. Advisory committee established pursuant to Education Code 8070 related to career technical education
2. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b
3. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
4. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

Committees Not Subject to Brown Act Requirements

The following committees shall comply with procedural meeting requirements established in Education Code 35147:

1. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan
2. School site councils established pursuant to Education Code 65000-65001 to develop and approve a school plan for student achievement
3. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners
4. School advisory committees established pursuant to Education Code 54425(b) related to compensatory

education

5. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs
6. School committees established pursuant to Education Code 11503 related to parent involvement
7. Advisory committees established pursuant to Education Code 56190-56194 related to special education

Meetings of the above councils or committees shall be open to the public, and any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its subject matter jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate location accessible to the public at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item of business not listed on the agenda until after all members present vote unanimously finding that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, after allowing for public input on the item. (Education Code 35147)

Any materials provided to a council or committee shall be made available to any member of the public upon request pursuant to the California Public Records Act, Government Code 7920.00-7930.215. (Education Code 35147)

Committees Created by Superintendent

Committees created by the Superintendent or designee that do not report to the Board and are not specified in Education Code 35147, shall not be subject to the requirements of the Brown Act or Education Code 35147.

6. Policy 1431: Waivers

Status: DRAFT

Original Adopted Date: 10/26/2005

The Governing Board recognizes that circumstances may arise in the operation of the district that require a waiver from state law or regulation. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state law or regulation which SBE has authority to waive pursuant to Education Code 33050.

Any waiver request to be submitted to SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

If the proposed waiver request affects a program that requires the existence of a school site council, the Superintendent or designee shall obtain the school site council's approval of the request before presenting it to the Board. As appropriate, other councils or advisory committees, including bilingual advisory committees, shall be provided adequate opportunity to review a proposed waiver request, and the request shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33051)

In addition, the Superintendent or designee shall consult with the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050, 33051)

A request for a waiver related to a regional occupational center or program operated by a joint powers agency shall be submitted as a joint waiver request with other participating school districts upon approval of a unanimous vote of the governing board of the joint powers agency. (Education Code 33050)

To receive public testimony on each proposal for a waiver request, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing and invite public testimony, shall be printed in a newspaper of general circulation, posted at each school and three public places in the district, or published on the district's website.

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the Board has requested and received the same general waiver from SBE for two consecutive years, the Board does not subsequently need to reapply annually provided that the information contained on the request remains current, except that the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

7. Policy 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. The Superintendent or designee shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district, assist with effective and efficient operation of the district, produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; conducting background checks on business office employees; and requiring continuous in-service training for business office staff and board members on the importance of fraud prevention, financial management, budget, and governance.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

8. Regulation 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 02/27/2008

Accounts

The district's accounting system shall fully comply with the definitions, instructions and procedures set forth in the California Department of Education (CDE) School Accounting Manual. (Education Code 41010)

The district shall utilize CDE's standardized account code structure (SACS) software to develop financial reports. The district's accounting system shall comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB) and meet other state and federal reporting guidelines.

The Superintendent or designee shall ensure that funds are encumbered in the district accounting records immediately after an expenditure is committed for subsequent payment.

Fraud and Misappropriation of Funds

Fraud, financial improprieties, or irregularities include but are not limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the district
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document
3. Misappropriation of funds, securities, supplies, or other assets
4. Impropriety in the handling of money or reporting of financial transactions
5. Profiteering as a result of insider knowledge of district information or activities
6. Disclosing confidential and/or proprietary information to outside parties
7. Disclosing investment activities engaged in or contemplated by the district
8. Accepting or seeking anything of material value from contractors, vendors, or persons providing services or materials to the district
9. Destroying, removing, or inappropriately using of records, furniture, fixtures, or equipment
10. Failing to provide financial records to authorized state or local entities
11. Overstating income, expenses, or misreporting time
12. Failing to report a conflict of interest
13. Any other dishonest or fraudulent act

District Investigation

The Superintendent or designee shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent or designee shall issue a report to appropriate personnel and to the Governing Board. The final disposition of the matter, any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation, and discussing or disclosing the result of any investigation shall be made in consultation with legal counsel.

County Office of Education Investigation

The district shall cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement, or other governmental entities that conduct a fraud investigation, in accordance with law. (Education Code 1241.5)

9. **Policy 5116.2: Involuntary Student Transfers**

Status: DRAFT

Original Adopted Date: Pending

While the Governing Board desires to enroll students in the district school of their choice, it recognizes that circumstances sometimes necessitate the involuntary transfer of a student to another school or program in the district.

The Superintendent or designee shall develop procedures to facilitate the involuntary transfer of such students.

As applicable and as permitted by law, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at the schools or programs to which the student could be involuntarily transferred, and the availability of support services and other resources.

The Superintendent or designee shall ensure that involuntary transfers are made in a non-discriminatory manner as specified in Board Policy 0410 - Nondiscrimination In District Programs And Activities.

Involuntary Transfer of a Student Convicted of Violent Felony or Misdemeanor Related to Possession of Firearms

A student may be transferred to another district school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which the student was convicted. However, before recommending such a transfer, the Superintendent, the principal, or other designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the principal or designee and shall attempt to resolve the conflict using restorative justice, counseling, or other such services. Participation of the victim in any conflict resolution program shall be voluntary, and the victim shall not be subjected to any disciplinary action for refusing to participate. (Education Code 48929)

If the attempt to resolve the conflict using restorative justice, counseling, or other such services is not successful or the victim elects not to participate, the principal or designee may submit to the Superintendent or designee a recommendation that the student should be involuntarily transferred. If the Superintendent or designee agrees with the recommendation, the Superintendent shall submit such recommendation to the Board for approval. The Superintendent's recommendation to the Board shall include the date by which the Superintendent or designee will review the involuntary transfer to determine whether to recommend to the Board that the student be permitted to transfer back to the student's original school.

The Board shall, in accordance with Board Bylaw 9321 - Closed Session, deliberate and vote on the recommendation, as well as any subsequent recommendation to permit the student to transfer back to the student's original school, in closed session to maintain the confidentiality of student information, unless a parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decisions in these instances shall be final.

Involuntary Transfers to a Continuation Education Program or Class within the District

The Superintendent or designee may involuntarily transfer a student to a continuation education program or class in the district if the student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance and either of the following conditions are met: (Education Code 48432.5)

1. Other means to improve the student's behavior have failed
2. It is the first time the student committed an act enumerated in Section 48900 and the principal of the student's school determines that the student's presence causes a danger to person(s) or property or threatens to disrupt the instructional process.

Prior any final decision to involuntarily transfer a student, the Superintendent or designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a hearing with the Superintendent or designee. If such a hearing is requested, the Superintendent or designee shall provide the specific facts and reasons for the proposed transfer, including all documents relied upon. At the hearing, the Superintendent or designee shall also allow the student or the student's parent(s)/guardian(s) to question any evidence or witnesses presented and present evidence, including witnesses, on the student's behalf. The student shall be allowed to bring one or more representatives to present at the hearing. (Education Code 48432.5)

If the Superintendent or designee decides to involuntarily transfer the student, the Superintendent or designee shall provide the decision to the student and the student's parent(s)/guardian(s) in writing. The decision shall include the facts and reasons for the decision and whether the decision is subject to periodic review and the periodic review procedure. (Education Code 48432.5)

The decision shall also include the date by which the student may transfer back to the student's original school, which shall be no longer than the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred. (Education Code 48432.5)

The final decision to involuntarily transfer the student may not involve a member of the staff of the school in which the student is enrolled at the time that the decision is made. (Education Code 48432.5)

Involuntary Transfers to a Community Day School within the District

If a student is expelled from school for any reason in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, the student may be transferred to a district community day school as specified in Board Policy 6185 - Community Day School. (Education Code 48662)

Notice, Information, and Reports

The Superintendent or designee shall include notice of this policy in the annual notification to parents/guardians in accordance with Education Code 48980. (Education Code 48929)

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices and reports sent to the parent(s)/guardian(s) of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications or reports for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

When a foster youth or American Indian Student, as defined in Welfare and Institutions Code 224.1, is being considered for an involuntary transfer, all notices, documents, and information that would be provided to parents/guardians shall be provided to the foster youth's educational rights holder, attorney, and county social worker and the American Indian Student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5)

10. **Policy 5131.2: Bullying**

Status: DRAFT

Original Adopted Date: 06/27/2012

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

11. Regulation 5131.2: Bullying

Status: DRAFT

Original Adopted Date: Pending

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for

an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

12. Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 10/26/2005 | **Last Revised Date:** 11/28/2022

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and maintain on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written

statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student

6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors and Emergency Albuterol Inhalers

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or 49414.7, and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414, 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors or stock albuterol inhalers for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

The district shall store emergency epinephrine auto-injectors and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

If either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medications shall be restocked before their expiration date. (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors and/or stock albuterol inhalers shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414, 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine auto-injectors and/or emergency albuterol inhalers from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training

that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information: (Education Code 49468.2)

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed

with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure

2. A description of the training that the volunteer will receive
3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

13. Policy 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/15/2023

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the U.S. Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing

skills and knowledge. In order to provide families with the option of a full-day, high-quality instructional program, the district may enroll children who are in a TK or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day.

If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP program, subject to available space. (Education Code 48000.15)

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child

care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

14. **Regulation 5148.3: Preschool/Early Childhood Education**

Status: DRAFT

Original Adopted Date: 05/25/2011 | Last Revised Date: 02/15/2023

Children with exceptional needs means either of the following: (Education Code 8205)

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations, including an infant or toddler with a developmental delay or established risk condition, or a child who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. Children with exceptional needs under the age of three shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.
2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program (IEP) team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. Children with exceptional needs between ages 3 to 21 shall have an active IEP and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English. (Education Code 8205)

Early enrollment child means a child whose fourth birthday will be between June 3 and September 1 preceding the school year during which they are enrolled in a transitional kindergarten (TK) classroom. (Education Code 48000.15)

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part- or full-day preschool programs in accordance with law and the terms of its contract with CDE.

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement
4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
5. Health services
6. Nutrition
7. Training and career ladder opportunities, documentation of which shall be provided to CDE
8. Physical activity to support children's health

The district's preschool program shall satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, family engagement and strengthening, community involvement, health and social services, nutrition, and program evaluation.

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for at least 175 days per year unless otherwise specified in the contract with CDE. (Education Code 8207; 5 CCR 17727)

However, a part-day preschool program may also offer TK or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

The district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP, subject to available space. (Education Code 48000.15)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, and for the number of operational hours reasonably necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 17713-17716)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and Administrative Regulation 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

Family Literacy Services

When any district part-day preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children

- b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians
4. Staff development for teachers in participating classrooms that includes, but is not limited to:
- a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility Criteria for Part-Day CSPP Programs

A three- or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

1. A current aid recipient
2. Income eligible
3. Experiencing homelessness
4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited
5. One who has children with exceptional needs, as defined in Education Code 8205
6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with exceptional needs. Such children with exceptional needs shall not count towards the 10-percent limit on enrollment of families with income above the income eligibility threshold described above. (Education Code 8208)

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price lunch may enroll three- and four-year-old children after all otherwise eligible

children have been enrolled as provided in the paragraphs above. (Education Code 8208, 8217)

The district shall certify eligibility and enroll families into the part-day preschool program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, the child shall be deemed eligible for the part-day CSPP program for the remainder of the program year and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000. (Education Code 8208)

Enrollment Priorities for Part-Day CSPP Programs

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three- or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.
2. When the number of three- or four-year old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for services shall be given to all three- and four-year old children with exceptional needs from families with incomes below the income eligibility threshold, as described in Education Code 8213. Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first.
3. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded TK program. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child who is identified as a dual language learner shall be enrolled first. If there are no children identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the 10 percent of funded enrollment set aside pursuant to Education Code 8208, then to four-year old children before three-year-old children without exceptional needs.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:
 - a. A CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any three- or four-year-old children whose families reside within the attendance boundary of the

qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

- b. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

A three- or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is one of the following:
 - a. A current aid recipient, income eligible, or experiencing homelessness
 - b. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited
 - c. One who has children with exceptional needs, as defined in Education Code 8205
 - d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as experiencing homelessness
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all eligible three- and four-year-old children have been enrolled as provided above, a full-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

After all families meeting the criteria specified in the paragraphs above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)

1. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs"

have been enrolled, fifth priority shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.

2. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:
 - a. Three- and four-year old children from families who do not meet at least one of the need requirements in Item #2 above. Within this priority, families shall be enrolled in income ranking order, lowest to highest, and within income ranking order, four-year old children before three-year old children
 - b. When a CSPP program site operates within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled by lowest to highest income ranking order.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24 months. Such families shall receive those services for not less than 24 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements are met, as specified in Education Code 8205. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Waiting List

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with applicable enrollment priorities. As vacancies occur, applicant families shall be contacted in order of priority on the waiting list. (5 CCR 17744)

Combined Preschool/Transitional Kindergarten Classroom

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
4. The classroom shall comply with the adult-child ratio specified in Education Code 8241

5. Contractors of the district shall report the services, revenues, and expenditures for children in the CSPP in accordance with 5 CCR 18068
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

Family fees accrued but uncollected prior to October 1, 2023, may be forgiven and not collected. (Education Code 8252)

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 17735)

A family may be exempt from the fees for up to 12 months for any child enrolled in full-day preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused, exploited, or neglected. (Education Code 8253; 5 CCR 17735)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority for services specified in Education Code 8210 and 8211 and as described above in the sections "Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

Suspension means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.

Removing the child from the program means moving a child to an isolated or separate room. Programs may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment. However, the child must return to the classroom as soon as the child has calmed down and may not be removed for longer than 30 minutes.

Expulsion means the permanent dismissal of a child from a program in response to a child's behavior.

Persistent and serious behaviors means either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance, including, but not limited to, physical aggression, property destruction, and self-injury.

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8489.1)

1. In writing, inform the parents/guardians of the child's persistent and serious behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program

2. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child
3. If appropriate, consider completing a comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8489.1)

A child shall not be suspended from a CSPP program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources
2. Developing a written plan to document the action and supports needed
3. Providing referrals to appropriate community resources
4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

Children with exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Notice of Action

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 17782)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances:

(5 CCR 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 17784)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 17784 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 17785-17786)

15. Policy 6170.1: Transitional Kindergarten

Status: DRAFT

Original Adopted Date: 11/20/2013 | **Last Revised Date:** 04/27/2022

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
2. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
3. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program, including, but not limited to, a Head Start program, a childcare center serving children through an alternative payment program, a general childcare and development program, a California State Preschool Program (CSPP), a migrant childcare and development program, childcare and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee, determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that upon the recommendation of the Superintendent or designee, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Additionally, the district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long, including recess but excluding noon intermission, except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning and care programs.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site, not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from CTC that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2025, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit or an early childhood specialist credential issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2025-26 school year. (Education Code 48000)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in kindergarten or a combination of TK and kindergarten. (Education Code 46300)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

16. **Policy 6142.8: Comprehensive Health Education**

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which recognizes that mental health and social connection are critical to student's overall health, well-being, and academic success, supports the physical, mental, and social well-being of students, reflects the importance of digital and media literacy, and is linked to district and community services and resources.

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

Any health education course offered to middle or high school students shall include instruction in mental health that meets the requirements of Education Code 51925-51926, and as specified in Administrative Regulation 6143 - Courses of Study.

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

17. Regulation 6142.8: Comprehensive Health Education

Status: DRAFT

Original Adopted Date: 02/27/2008

Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs
2. Human growth, development, and sexual health
- 3.
4. Mental, emotional, and social health

Health education courses offered to middle and/or high school students shall include mental health instruction that meets the requirements of Education Code 51925-51927, as specified in Administrative Regulation 6143 - Courses of Study.

5. Nutrition and physical activity
6. Personal and community health

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment, and as required by law.

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services
4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

Students Excused from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A

student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)

Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
 2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs
-

18. Bylaw 9321: Closed Session

Status: DRAFT

Original Adopted Date: 09/22/2021

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold a closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting as required by law and provided in the accompanying Exhibit (1). (Education Code 35145, Government Code 54954.2, 54954.5, 54957)

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda. In the closed session, the Board may consider only those items covered in its statement. (Government Code 54957, 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any actions taken in the closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such reports may be made in writing or orally at the location announced in the agenda for the closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary changes to the document are completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information or the information has been publicly reported by the District. (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

Personnel Matters: Specific Complaints or Charges

The Board may hold a closed session to hear complaints or charges brought against an employee, unless the employee who is the subject of the complaint requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice

shall be delivered personally or by mail at least 24 hours before the time of the closed session. (Government Code 54957)

Personnel Matters: Application for Early Withdraw of Funds in Deferred Compensation Plan

The Board may hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such closed session. (Government Code 3549.1)

Matters Related to Students

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912, 49070)

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was on the closed session portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Board Bylaw 9320 - Meetings and Notices and Board Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s)
3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96))

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

19. **Exhibit 9321-E(1): Closed Session**

Status: DRAFT

Original Adopted Date: Pending

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT
Government Code 54957

Title: _____
(Specify position to be filled)

PUBLIC EMPLOYMENT
Government Code 54957

Title: _____
(Specify position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Government Code 54957

Title: _____
(Specify title of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN
Government Code 54957.10
(No additional information may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS
Government Code 54957.6

District-Designated Representatives: _____
(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee Organization: _____
(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented Employee(s): _____
(Specify position of unrepresented employee(s) who are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION

Education Code 48912

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL

Education Code 49070

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: [REDACTED]

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation With: [REDACTED]

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation With: [REDACTED]

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property: [REDACTED]

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District Negotiator: [REDACTED]

(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Party With Whom District Is Negotiating: [REDACTED]

(Specify name of party, not agent.)

Under Negotiation: [REDACTED]
(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances:
[REDACTED]

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION
Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances:
[REDACTED]

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name Of Case: [REDACTED]
(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS
Government Code 54956.95

Name Of Claimant(s): [REDACTED]
(Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name Of Agency Against Which Claim Is Made: [REDACTED]

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name Of JPA: [REDACTED]

Discussion Will Concern: [REDACTED]
(Specify closed session description used by the JPA.)

Name Of District Representative On JPA board: [REDACTED]

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

Government Code 54956.75

(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

Education Code 60617

(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)

20. **Exhibit 9321-E(2): Closed Session**

Status: DRAFT

Original Adopted Date: Pending

REPORTS OF CLOSED SESSION ACTIONS

Following a closed session during any Governing Board meeting, the Board shall reconvene in open session to present, orally or in writing, a report of any of the following actions taken during the closed session, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Title: _____
(Specify position to be filled)

Appointment Made: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Title: _____
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

Real Property Negotiations

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____

Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Joint Powers Agency Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

21. **Policy 1325: Advertising And Promotion**

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board establishes this policy to ensure effective and consistent standards for advertisements and promotions by nonschool groups in school-sponsored publications, on district and school web sites and social media, and on school facilities and grounds. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

Limited Public Forum

The Board desires to promote positive relationships between district schools and the community in order to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians
2. Distribution of promotional materials of a commercial nature to students or parents/guardians
(cf. 1700 - Relations Between Private Industry and the Schools)
3. Paid advertisements on school property, including, but not limited to, advertisements on school buildings, athletic fields, scoreboards, and billboards
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution, or allow on school property, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or

advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

4. Contain prayer or proselytizing language
5. Position the district on any side of a controversial issue
6. Discriminate against, attack, or denigrate any group on account of any unlawful consideration
7. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children
8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9)
9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy
10. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee may also consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.
